

**THEORIES OF CHANGE STEERING TRANSFORMATION AT THE UFS: A
CONCEPTUAL ANALYSIS**

by

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DECLARATION OF ORIGINALITY

I *Pule Isaac Makae*, declare that the thesis I am submitting to the University of the Free State for the degree Philosophiae Doctor (PhD) has not been submitted by me to any other university. It is my own work and information from other sources that have been acknowledged.

A handwritten signature in black ink, appearing to read 'P. I. Makae', is written in a cursive style.

P. I. Makae

TO WHOM IT MAY CONCERN

This thesis has been language edited and alterations have been made where necessary. However, the ideas of the researcher remain.

A handwritten signature in black ink, appearing to read 'A. Kar', is centered on the page. The signature is written in a cursive style with a small dot above the 'a'.

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ABSTRACT

The historically white universities, particularly the Afrikaans-speaking in South Africa were seen to be determined not to transform. However, at the dawn of democracy, there seem to be eagerness to change. This was prompted by the National Education Policy Investigation (NEPI, 1992) and the National Commission of Higher Education (NCHE, 1996) that resulted in the increased participation of black students who were previously excluded from the historically white campuses. Due to the increase of black students a great number of challenges emerged, *e.g.* the revision of the curricula, teaching approaches and the universities' autonomy. As a historically white university, the UFS had to follow the new democratic government instruction of transformation which was accelerated at beginning of the 20's.

In order to trace the transformation initiatives at the UFS, a number of relevant documents was consulted, *e.g.* 1) Education policy documents on higher education, *i.e.* The Constitution of the RSA, NEPI-1992, NCHE-1997, Education White Paper 3-1997, National Plan For Higher Education-2001, Guidelines for Mergers and Incorporations-2003, the UFS Ministerial Reports on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2008), The Oversight Committee on university transformation-2013 and Higher Education South Africa (HESA) presentations to the Portfolio Committee on Higher Education-2014. 2) Research articles advocating change in South African Education sector, 3) Academic and research articles advocating transformation at the UFS and 4) the Annual Reports of the UFS to the Minister of Higher Education & Training.

Meta-Analysis was performed on both the results of the survey that aimed at determining the perceptions and experiences of students and staff regarding race and ethnic issues at the UFS in 2010 (Louw, Jooste and Makae, 2011) and the results from the Perception Audit commissioned by the UFS in February 2014 with the objective of reinforcing the university's commitment of stakeholders' engagement and to its' core values of academic excellence and human reconciliation.

A qualitative approach was followed and, guided by the interpretivist paradigm; a document analysis was performed on the above-mentioned documents. I devised a simple critical hermeneutics framework to keep the consistency of the document analysis. Five prominent theories of educational change were selected and their characteristics were used to do the matching exercise on the documents and surveys. These theories are: Survival is Optional, Action Theory, Innovation and Diffusion, System Psycho-dynamics and Post-Conflict

Pedagogy. The two most prominent theories that emerged as explanatory theories for the transformation process at the UFS are: Action Theory and Survival is optional. This means that the need to implement strategies for change was driving the transformation process at the UFS for a large part. The driver of this action was top leadership of the university who knew what was required and how to execute the action plan. An interesting pattern emerged that in policy documents and university-generated documents, namely that all five theories of change featured, which is in contrast to the survey results in which Action Theory and Survival is Optional featured prominently. Amongst others, the conclusion is drawn that universities, as generators of knowledge, can do much better if their transformation processes are guided by explicit theoretical considerations. Also, stakeholder voices, as found in surveys, may give an indication of transformation that is probably a closer depiction of the trajectory that transformation takes than institutionally developed reports. The limitations of this study are acknowledged within the limits of what an interpretivist paradigm allows.

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GLOSSARY

ANC	African National Congress	NEPAD	New Partnership Development
ARNHE	Anti-Racism Network in Higher Education	NEPI	National Education Programme Investigation
CHE	Council of Higher Education	PANSO	Pan Africanist National Student Organisation
CTL	Centre for Teaching and Learning	PASCO	Pan African Student Congress
CUT	Central University of Technology	QUCDPP	Qwa-Qwa University Corporation Development Programme
DHET	Department of Higher Education & Training		Southern Development Corporation
FSRDPP	Free State Rural Development Partnership Programme	RSA DoE	Republic of South Africa-Department of Education
GDP	Gross Domestic Product	SADEC	South African Development Corporation
HDI	Historically Disadvantaged Institutions	SASCO	South African Student Congress
HET	Higher Education & Training	SASSE	South African Survey of Student Engagement
HESA	Higher Education South Africa	SRC	Student Representative Council
HR	Human Resource	UNISA	University of South Africa
ICEP	Institutional Culture Enlivening Process	UVPERSU	Universiteit van die Vrystaat Personeel Unie
MUCPP	Mangaung University Community Partnership Programme	YLSA	Young Communist League of South Africa
NCHE	National Commission of Higher education	WASH	Water, Sanitation & Hygiene
NEHAWU	National Education & Allied Workers'		

CHAPTER 1 : NATURE AND SCOPE ON THE STUDY

1.1 BACKGROUND

This study aimed to understand the theoretical underpinnings of the transformation process at one South African university, the University of the Free State. In order to place this university in the broader sectoral landscape, a proper background is provided.

In the post-apartheid South Africa, educational change of universities was a priority high on the agenda of the government. The first expected change came through two important reports by the ANC-led government, namely, the National Education Policy Investigation (NEPI, 1992) and the National Commission of Higher Education (NCHE, 1996). These reports recognised the unequal educational landscape in the country and offered recommendations for the much needed educational change. Two important recommendations, amongst other, were to accommodate black students in the historically white universities as well as detailing the inequities of the old system of higher education.

As a result, white universities increased the participation of black students who were previously excluded from their campuses. Apart from addressing questions of equity, universities were also encouraged by both (NEPI, 1992 and NCHE, 1996) to revise their curricula, teaching approaches and autonomy. Institutions responded to the imperative for change in different ways, with greater or lesser adherence to the elements of national policy. While these institutions were interacting with national policy, individual institutions of higher education constructed their own plans for educational change, underpinned by their own goals, values and visions of their institutional culture (McKinney and Pletzen, 2004).

This was evidenced, by the universities of Johannesburg and Pretoria which introduced the mode of distance education. The University Nelson Mandela Metropolitan was concerned with the political change and the restructuring to heal the rifts between the institution and its stake-holders and to enable the university to function less hierarchically and bureaucratically (Strydom, 2001). The University of Witwatersrand passed a proposal establishing decentralisation of the admission process where each faculty would have its own admission system that gave the deans the discretionary power over admission (Strydom, 2001).

The historically white universities were also faced with the challenge of correcting the educational imbalances and attitudes of the stakeholders. On many white campuses the attitudes of the

academics and students were polarised along the racial lines. These attitudes impacted negatively on personal integrity, administrative competence and collegiality which became a black and white political battle over legitimacy of the rules and standards of the institutions (McKinney and Pletzen, 2004).

It appears that most universities in the country are struggling to eradicate the perception of racism on their campuses. For instance, Mabokela (2000) found that black students complained about the presence of racial conflict at the Universities of Cape Town and Stellenbosch. This was in contrast to their white counterparts who reported little racial conflict. The results further indicated that black and Coloured students perceived the campus racial atmosphere as hostile to their white counterparts.

The University of the Witwatersrand was not different from other historically white universities in the country. That was particularly evident in the restrictive admission policy the university adopted. There was, however, a steady growth of black student numbers during the 1990's. Wood (2000) contended, though, that the academic staff remained predominately white.

Daniels (2000) investigated the existence of racism at the University of Johannesburg. He observed that the university made a good decision by investing in educational change by expanding its pool of black academics. The quality work of the academics became evidently good. It became clear that there was great improvement in that regard because black academics earlier repeatedly lamented the limitations of the language barrier they endured. They recommended interaction and dialogue within departments and throughout the campus. The adopted recommendation helped ease the atmosphere and built trust among colleagues on individual and collective basis. Currently, the relations are relaxed and the racial bridges to link the new community of black academics with the university have grown stronger.

Although the historically black universities (inclusive of Coloured and Indian universities) were established along the ethnic divisions, there were no notable incidences of ethnic conflict. These universities played a pivotal role in politics (Cele and Koen, 2003). In South African context, during apartheid period, the government introduced numerous legislations based on racial classification. Race was used for political, social and economic purposes. There are three mainly inter-connected terms that need to be explained, i.e. ethnicity, race and culture. According to Crossman (2019) ethnicity is a category of people who identify with each other based on similarities such as common ancestry, language history, society, culture or nation. The term race refers to groups of people who have differences and similarities in biological traits deemed by

society to be socially significant. Whereas culture is that complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society (Tyler, 1871).

Fort Hare, an older historically black university, had a unique role in the political socialisation and mobilisation of blacks over the years. Even today, these historically black campuses are riddled with activities by South African Student Congress-SASCO (SAHO, 2015) affiliated to the ANC, PANSO (Pan African Student Organisation) affiliated to Pan African Congress, YCLSA (Young Communist League of South Africa) affiliated to South African Communist Party, the EFF (Economic Freedom Front) youth also came to the fore as well as DASO (Democratic Alliance Student Organisation). The main agenda for these formations was to push the process of change which is still in pursuit in the historically white universities.

There is, however, an impression created that the righteous indignation of students campaigning on relevant educational issues has also been seen as an opportunity by certain sectors of society to foment trouble and score political points (Hajra, 2018). This is not the case because: Firstly, the challenge of apartheid education has not only shifted from the unequal educational landscape but also to the financial aspect thereof, such as, the demand for free education. Secondly, the significance of dismantling apartheid and oppression in divided communities would bring together black and white students into the same dialogue space. Thirdly, this will provide cross-cultural opportunities and avoid chances of separate knowledge that retains stereotypes and racism (Jansen (2009). The foregone discussion illustrates the different thrusts for transformation and the Department of Higher Education and universities proclaim that they are serious about transformation and therefore take various serious steps to evidence this seriousness.

In light of the above, it is important to note that the theoretical considerations of this study will, firstly, shed some light on the literature around a particular university thereby alerting the significance of transformation in the South African Higher Education to the Department of Higher Education and individual universities in the country. Secondly, in the event of considering change theories in the transformation process in South African education landscape, there is hope at the end of the tunnel. Post-conflict pedagogy needs to focus on doing what is right (Jansen, 2009).

1.2 PROBLEM STATEMENT

Although political change in South Africa took more than 300 years to take effect, it ultimately occurred. This was due to the character and resilience of the indigenous people who wanted their freedom at all costs. For this reason, it was also expected that the same enthusiasm would be displayed in effecting changes for the entire populace and the government institutions including universities. The education fraternity vehemently advocated for transformation, particularly in higher education.

Influential educational documents, such as Education White Paper 3 (1997), research endeavours and educational discourse supported educational changes. It thus came to the fore that transformation was implemented at individual higher education institutions on a government mandate or, differently put, political grounds. One would be hard-pressed to find explicit theoretical perspectives on which transformation efforts are grounded, even if the transformation efforts are manifold. Yet, if measured against existing theories of educational change; certain theoretical grounding will probably be discernible. The Nelson Mandela Metropolitan University with Humanising Pedagogy (Zinn and Rodgers, 2012) and Stellenbosch University with Pedagogy of Hope (Botman, Van Zyl, Fakie and Pauw, 2009) offer examples of how transformation gets hitched to pedagogy-Pedagogy being the combination of theory and practice of education. However, universities do much more in the lives of their communities than just to teach and engage in education formally.

At a conceptual level, it is argued that probably all theories of educational change above will be relevant in understanding educational changes and certain aspects of change in the transformation processes at the UFS and thereby formulating strategies. Therefore, this study conceptually tested the strengths of selected theories as applied at the UFS.

1.3 RESEARCH PROBLEM

The research gap, and therefore the problem, is that an analysis of this nature is currently absent in literature but needed at this juncture. No systemic study was undertaken to discern theories of change at play in university transformation, at least at the UFS. These theories can be discerned at the level of conceptual analysis.

This study thus aims to close that research gap or at least to narrow it.

1.4 RESEARCH QUESTIONS

The main question:

What would a conceptual analysis reveal about the theories of change at play in the transformation processes at the UFS?

Sub-questions:

Which of the selected educational theories sufficiently clarify the transformation initiatives at the UFS?

What conceptual lessons can this analysis reveal for the sustainability of transformation at the UFS?

Aim of the study

Based on the research questions, the aim of the study is:

To perform a conceptual analysis that reveals the theories of change at play in the transformation processes at the UFS.

Objectives:

To determine selected educational theories that sufficiently clarifies the transformation initiatives at the UFS.

To determine the lessons that conceptual analysis can reveal about the sustainability of transformation at the UFS.

1.5 RESEARCH METHODOLOGY

A Qualitative Approach within an overarching interpretivist paradigm was employed. An Analysis Framework was designed guided by the critical hermeneutics used in another study at a different university (Jacobs, 2014). The framework rested on the main tenets of selected five theories of change and then applied to selected documents: education policy documents, research articles advocating change in South African higher education sector, research articles published at the UFS and the Annual Reports of the UFS to the Minister of Education.

The literature study, as part of this technique, is first intended to trace the development of the education policies in higher education since the advent of democracy in South Africa, and how

the policies affected the higher education system, as well as the responses of the individual higher education institutions in the country. Secondly, how the UFS as an individual institution responded and implemented the above-mentioned policies.

It is acknowledged that this exercise is open for critique mainly due to the ambitious nature of attempting to screen complex institutional transformation through framework of similarities with a few chosen theories. A further acknowledgement is made regarding the fallibility of the “will to order” (Chia, 1999:210). The very attempt to understand the change process at one university in theoretical terms can be seen as an attempt to simplify the dynamic nature of institutional realities. These critiques notwithstanding, this study attempts to understand the change process at the UFS through this methodology.

According to Kezar (2016) higher education is a unique institutional type that needs to approach change in a different way from other organisations. The difference of higher education from other organisations is, firstly that its’ components has, or makes use of, little or no knowledge of the definitions of other separate components. Secondly, it is a value-driven environment, in which normative arguments are extremely powerful to change. Thirdly, academic disciplines play a role in shaping interaction on campus. The multiple power and authority structures from Boards, trustees, faculty senate, rectors, shared governance system (distinct professional and administrative values and tenure of employees) play a role in decision-making and authority.

Pending on the scale, scope and timing, there seem to be always changes taking place in Higher Education. Some changes are smaller in scale and simpler and may not require extensive strategies. Other changes may be deeper and require more fundamental shifts in campus operations and some may even require a change in culture to be fully implemented. An example of the above-mentioned practice is cited by the Kellogg Project on Institutional Transformation followed in 20 institutions involved in institutional transformation. Institutions had to be five years into their change process and had to demonstrate that aim of the project was fundamentally change the character of the campus related to some area-diversity, technology, student outcomes assessment (Kezar and Eckel, 2002).

On the basis above, Kezar & Eckel (2002) shared some ideas with aspirant practitioners and researchers in institutional change or transformation by recommending that the following, firstly, leaders, namely, supportive senior administrators should provide support in value statements, resources or even administrative structures. Furthermore, these leaders should help create sense – making by framing the issue through concept papers, speeches and any communicable technique

to reach the practitioners. Secondly, the positional and non-positional individuals throughout the campus are involved in the change initiative from conception to implementation. Thirdly, shared vision is created with input from people across campus, not in isolation among a few leaders. Fourthly, in order to learn skills, gain knowledge related to issues associated with the change, staff and faculty development should set programme to offer opportunities for individual staff member. On the basis of the afore-mentioned recommendations, the study embarked on taking some of the recommendations albeit a different route, namely, the analysis of the influential university documents, research and educational endeavours on campus regarding transformation. An extensive body of literature was consulted in various policy documents, namely, Government policy on higher education and the UFS Ministerial Reports. Other documents consulted are primary and secondary sources that included books, magazines and newspaper articles, as well as published and unpublished papers.

The above-mentioned sources contributed to the understanding of various concepts such as transformation, theories of change and higher education system. Furthermore, the global perspectives of theories of change will be employed so that a better understanding of the local transformation scenario can result.

1.6 LAYOUT

The study comprises of seven chapters that are described in detail hereunder.

Chapter 1

The following aspects that form the basis of this study will be discussed:

Background of the study will enhance the reasons that necessitated this study. There are numerous reasons that prompted changes in the South African education landscape, particularly in higher education sector. The study, thus attempts to locate changes by looking into the theories of change and thereby to consciously encourage the usage of the relevant educational theories.

Demarcation

The study is about the theories of change steering transformation at the UFS. It would appear that there are numerous theoretical perspectives at play in the educational transformation at the UFS. Furthermore, information will be provided regarding the following aspects: Problem statement, research questions, aim of the study and the research methods.

Chapter 2

The chapter deals with literature review regarding transformation in the following documents: Education policy documents that included amongst others: Education White Paper 3-A programme for transformation of Higher Education (RSA DoE, 1997), National Plan for Higher education-Ministry of Education (RSA DoE, 2001), Guidelines For Mergers and Incorporations-Ministry of Education (RSA DoE, 2003), Report of the Ministerial Committee on transformation and cohesion and the elimination of discrimination in public higher education institutions (RSA DoE, 2008).

Research articles advocating change in the South African Higher Education sector included amongst others the following: Adam, Barents & Wolpe (1993), Norris (2001), Cloete, Bunting & Bunting (2002), Badat (2007), Wiese, Van Heerden & Jordaan (2010).

Research articles advocating transformation at the UFS included amongst others, the following: Dumela (2007), Jansen (2012), Institute for Reconciliation and Social Justice (2013), as well as a transformation reports of the UFS (2004-2014).

Annual Reports of the UFS from 2006 to 2016 to the Minister of Higher Education and Training are also included.

Chapter 3

The chapter deals with the efforts made to measure transformation of Higher Education in South Africa. Attempts were made to measure transformation in South African Higher Education. For instance the following measuring instruments were used, viz. Transformation Indicators, Equity Index and Transformation Barometer.

Chapter 4

This Chapter deals with theories of change that seemed to have steered transformation at the UFS.

Chapter 5

The chapter deals with the employed Methodology to gather information regarding the theories of change. How the results were analysed is also discussed. The results as well as the findings are discussed and the interpretation thereof.

Chapter 6

The main purpose of the study is to reveal theories of change that are at play in the transformation process at the UFS. The interpretation of key findings is thus discussed in detail.

Chapter 7

Final conclusions will be made in this chapter with regards to the main purpose of the study, namely, to reveal the theories of change that are at play in the transformation process at the UFS. To give a snapshot of the results a summary of the results will be provided. The conclusion reached will be briefly discussed. Recommendations on the basis of the conclusions will be offered.

1.7 SUMMARY

This chapter served as an introduction, in broad sweeps, to this study in which I attempted to discern theories of change that characterise the transformation process at the UFS. A compact background was provided and the problem statement formulated followed by the main and sub-questions pursued through my methodological choices.

The next chapter continues in locating the transformation process in the university sector in South Africa.

CHAPTER 2 : TRANSFORMATION IN HIGHER EDUCATION IN SOUTH AFRICA

2.1 INTRODUCTION

In order to get an overview of efforts towards transformation in South African Higher Education, some of the sources in this literature review also serve as the texts later analysed with the framework developed.

The South African education system had many twists and turns to be where it is today. One of the reasons for the delay was, amongst other, many education systems in the country. By implication, this meant under apartheid the education system was racially structured with separate national departments for whites, Coloureds, Asians and blacks outside of the bantustans. To exacerbate the condition of the racially structured education system, ten ethnically separate education departments were established within the Bantustans. that education was based on the racial lines and ethnic demarcations of the country. Several education systems existed, such as black, white, Coloured and Indian education systems (Carrim, 2007). The education systems were further divided in the developed and undeveloped communities, namely cities and towns; and rural areas called homelands and tribal territories. The challenge was further exacerbated by the creation of the so called independent and semi-independent states in one country (Krost, 2010).

The ushering of the democratic government in 1994 confirmed the new beginning in the South African education system even as work on a new system started before the election in 1994. In the post-apartheid South Africa, transformation of the universities was a high priority for the government. This came expectedly through the NEPI (1992) and NCHE (1996) reports that did not spare the contempt on the delay of transformation. The reports further mentioned other thorny educational changes, such as, racism, ethnic snares, sexism, language orientations, *etc.* These reports investigated the general conditions of education in the country and offered recommendations on their transformation.

The reports and other subsequent higher education transformation policy documents were accompanied by a plethora of research publications, for example, Adam, Barents & Wolpe (1993), Norris (2001), Cloete, Bunting & Bunting (2002), Badat (2007), Wiese, Van Heerden & Jordaan (2010), amongst others, that advocated changes in the South African HE sector. Except for the above-mentioned reports, the education policy documents also played a pivotal role in advocating

transformation in the higher education system. The first was the Constitution of the Republic of South Africa: An overview (2001).

In chronological sequence, the policy documents were as follows: Education White Paper 3-A programme for transformation of Higher Education (RSA DoE, 1997), National Plan for Higher education-Ministry of Education (RSA DoE, 2001), Guidelines For Mergers and Incorporations-Ministry of Education (RSA DoE, 2003), Report of the Ministerial Committee on transformation and cohesion and the elimination of discrimination in public higher education institutions (RSA DoE, 2008), Statistics on post-school education and training in South Africa (RSA DoE, 2012), The oversight committee on university transformation in South Africa (RSA DoE, 2013) and Higher Education South Africa-South African Higher Education in the 20th year democracy: context, achievements and key challenges (RSA DoE, 2014).

The UFS annual reports to the Minister of Higher Education and Training were randomly traced as far back as 2007 to 2016. There were also transformation documents within the UFS. Amongst others, the following were consulted Dumela (2007), Jansen (2012), Institute for Reconciliation and Social Justice (2013), as well as a transformation report of the UFS (2004-2014). The policy documents were first discussed to identify the themes which will be discussed later.

2.2 EDUCATION POLICY DOCUMENTS

As a paramount legal document in the country, the Constitution sets the tone for discussion.

2.2.1 The Constitution of the Republic of South Africa: An overview (2001)

The preamble of Constitution of the Republic of South Africa clearly states that “South Africa’s history has been marked by deep divisions between its indigenous people and those of European extraction”. The Constitution goes on to mention that the “Cape of Good Hope...as the settlement grew into a colony and expanded northwards, bringing the colonists into conflict with the indigenous population (and the) European dominance was gradually extended and entrenched. During the centuries that followed, black people were mostly excluded from the representative government and from many of the rights and privileges enjoyed by the country’s white inhabitants” (Constitution of the Republic of South Africa: An overview, 2001).

From the preamble above, it is quite clear that, firstly, the racial division of the South African population started early in its history. To erode the racial divisions, it would equally take a painfully long time. Secondly, racial and ethnic divisions escalated into violent conflicts between the colonists and the original inhabitants of the country. Thirdly, when the Union of S.A. came into existence in 1910, black people were excluded from the government and their birth rights and privileges were forthrightly suspended while the rights and privileges of the white inhabitants were entrenched (Msila, 2007). Fourthly, the intensification of repressive laws and the further erosion of political rights by the apartheid regime saw the African National Congress (ANC) and the Pan Africanist Congress (PAC) become the first casualties in an era of banishment. These led to the armed struggle that took levels and forms of, amongst others, political terrorism, subversive and clandestine attacks (Ellis, 2011).

Subsequently, the government of national unity with the democratic government followed. Prior to the achievement of the democratic government in 1994, there were already some initiatives regarding the improvements on education, *i.e.* what type of education system South Africa should introduce. Documents such as the National Education Policy Investigation (NEPI) 1992 came into existence.

2.2.2 National Education Policy Investigation (NEPI, 1992)

The report proposed that the government should, firstly, create and monitor the Post-Secondary Education (PSE) system. Secondly, in consultation with the interest groups and constituencies, the nature and functions of each element in the PSE system should be determined. Thirdly, certain basic rights and values for the PSE should be enshrined in legislation that could not be amended by a simple majority. Fourthly, there should be one single Ministry of Education. Lastly, equally important, the PSE should play a major role in a new South Africa to meet socio-economic development needs and produce quality graduates (NEPI, 1992).

The main features of the report were the following:

Several proposed options of governance structures were looked into. They were sector-based, central and regional options. The sector-based model would have three distinct sub-sections, namely, Ministry of Education, Advisory council and Committee of Principals served by the interested groups in PSE. The central option would replace the advisory council with the national education council that would deal with statutory matters. The advisory Council would further

formulate and monitor the implementation of a national PSE plan that included equity, access, funding and efficiency, mobility and transfer as well as the delivery of graduates. The regional option proposed the inclusion of local government and public authorities in various sectors of the PSE (NEPI, 1992).

To add vibrancy in the PSE, three central concepts would be introduced, namely, autonomy, accountability and academic freedom. Autonomy would be used to determine the institutions' own goals, programmes and also to implement the decisions. Accountability would be made to demonstrate various external constituencies' responsibility to meet the objectives. Academic freedom would be made to give academic staff and researchers' freedom to pursue and disseminate knowledge without fear of persecution and freedom of institutions to admit anybody they wish to employ.

According to (NEPI, 1992), the internal governance of the institutions would be to ensure that procedures and practices were democratic, non-racial and non-sexist. Institutions would be required to satisfy the following: Firstly, to be open to all South Africans regardless of race, gender, geographical origin or class. Secondly, the shape and size of the institution should depend on the admissions of students in the departments and faculties. Thirdly, before major decisions were made, staff and students should be part of the consultations and participation. Fourthly, employment opportunities policy should be inclusive, for instance, men, women, black, white and persons with various disabilities and lastly, equal opportunities for admission and readmission policies should be designed to ensure inclusivity in all programmes for the under-represented.

In order to adequately achieve all of the above requirements including redress, development and quality, the driving force would certainly be funding. This should include the government and business/contributions, student's fees and other means that the government could use to make funds available. After four years the NEPI Report was followed by the National Commission of Higher Education of 1996.

2.2.3 National Commission on Higher Education (NCHE, 1996)

The report indicated that the South African higher education system had a considerable capacity in research, teaching and physical and human resource. Yet, the system was fundamentally flawed by inequities, imbalances and distortions derived from the past and present structures. The report went on to mention that the higher education system could be reshaped to serve a new social order,

to meet the pressing national needs, and to respond to the new realities and opportunities. In an attempt to contribute to the reshaping of the above-mentioned imbalances, (NCHE, 1996) proposed the changes in the education system albeit in different order from the (NEPI, 1992). Framework for transformation, governance and the central features of the new framework are also part of the contributions of both (NEPI, 1992) and (NCHE, 1996).

2.2.3.1 Framework for transformation

In a single co-ordinated system of Higher Education, the Commission advanced a number of proposals that would, firstly, advance the higher education system and respond to the new strategies that would confront the political, social and economic reconstruction. Secondly, a significant expansion of higher education over the next decade and beyond would address the challenges of equity, redress and development. Thirdly, the system of higher education had to be linked to a strong emphasis on co-operation and partnerships between higher education and society and, fourthly, sound policies should be implemented to promote race and gender equity and develop new programmes and capacities at the historically disadvantaged universities. The framework above would dictate to the governance of Higher Education (NCHE, 1996).

2.2.3.2 Governance

The apartheid government's relation to the outside world in Africa particularly, was seen as characterised by state control, interference and supervision. For that reason the new higher education system would therefore render a review of governance relations and structure; and forge positive relationships between the government and Higher Education in South Africa as well as African states.

This suggested that within a structured democratic state, co-operative governance would entail autonomous civil society that would co-operate with the government. This kind of co-operation would encourage an active role for associations and different agencies that would promote interaction and co-ordination through a range of partnerships within institutions on a national level. In that regard the Minister would have the decision-making power in matters pertaining to Higher Education. The commission proposed a branch of Higher Education that would provide efficient and effective service to the new single and co-ordinated higher education system (NCHE, 1996).

The Commission further proposed the formation of two statutory bodies such as the Higher Education Forum and Education Council that would include staff and students to advise the Ministry in various educational matters. Academic freedom and institutional autonomy were also aspects that were crucial to the Commission because they would provide vibrancy in the system (NCHE, 1996).

The Commission included the formation of non-statutory regional structure. These structures would recommend the planning needs of the region such as mergers, rationalisation, programme distribution, sharing of resources among the institutions and the development of the institutional capacity. Different role players in the institutions would have a common goal, *i.e.* play a complementary role and be inter-dependent to the interests and the well-being of the institution. Furthermore, higher education institutions would need to address the pervasive issues around race and gender on their campuses through various mechanisms and policies. Major aspects to be addressed were to alter student and staff profiles (access) and training (development); and also to be sensitive to issues of race, gender, context (curriculum transformation) and create enabling, safe work and study environment (institutional culture) (NCHE, 1996).

Councils, senates and academic boards in the institutions would be restructured to include Institutional Forums. The responsibility of the Institutional Forums would be, amongst other, the election of the SRC, developing leadership capacity, affiliation with other student bodies on campus and developing code of conduct as well as dispute resolution procedures. Distinct from institutional forums would be the workplace forums that would monitor employer and employee relations. Co-operative governance would require the negotiation of industrial relations within the framework of the Labour Act. Both the institutional and the work place forums would participate in the broad transformation on the campuses (NCHE, 1996).

2.2.3.3 Central features

The main features proposed by the Commission were summarised as massification, greater responsiveness and increased co-operation as well as partnerships. Massification meant the composition of the student body, the diversification of programmes, curricula and qualifications; the introduction of multiple entry and exit points, new relations between study and the workplace, and the shifts in institutional functions and missions. That would obviously affect the process and the outcomes of transformation that required radical changes in the institutions, particularly the black enrolment growth and funding without tampering with standards (MacGregor, 2014).

Higher education institutions existed within the larger societies, and communities should therefore have societal interests, *i.e.*, social, cultural, political and economic changes in its environment. In the South African context, that would mean assistance to the country during the transition from apartheid-era to the modern and accepted mode of existence. The Commission thus proposed an emphasis on co-operation and partnerships in the governance structures between the state and higher education institutions, the civil society and also co-operation within the institutions (NCHE, 1996).

NCHE (1996) further maintained that the co-operative governance would have more spin-offs because firstly, there would be understanding between the state's intervention and the institutional autonomy because the directive role of the state would be based on steering and co-ordinating the efforts of institutions. However, institutional autonomy would have to be exercised within the limits of accountability. Secondly, co-operation between the state and the organs of civil society such as commercial enterprises, parastatals, research bodies and NGOs would be equally important in those local stakeholders. Thirdly, co-operation among institutions of higher education would be encouraged to form regional clusters that could share human and infrastructural resources.

In conclusion, in all levels of co-operation and partnership mentioned earlier, there should be recognition and complementary efforts that would instil interest and acknowledge the interdependence of institutions to pursue the policies and strategic plans within the framework of policy formulation and planning for the sector as a whole.

In response to afore-mentioned reports the state introduced legislation in 1997 to enforce a common understanding and implementation of the critical aspects of the reports.

2.2.4 Education White Paper 3-A programme for transformation of Higher Education (1997)

The Education White Paper 3 (1997) was divided into four chapters. Chapter 1 included challenges, vision and principles; Chapter 2 discussed structure and growth, Chapter 3 dealt with governance while Chapter 4 involved funding.

The document indicated that its content was the culmination of a wide-ranging, extensive process of investigation and consultation initiated with the establishment of the National Commission on Higher Education (NCHE, 1996). It further mentioned that consultation was the expression of the

democratic will that committed the ministry to stakeholders' participation in the development and formulation of the policy. The minister admitted that higher education should be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and respond to the new realities and opportunities (Education White Paper 3-1997).

Numerous policy challenges were highlighted in the legislation, however, what was particularly relevant and interesting to this discourse was: the increased and broadened participation, responsiveness to societal needs and the co-operation and partnerships in governance. The ministry adopted the following principles that should guide the process of transformation in the spirit of an open and democratic society based on human dignity, equality and freedom: Equity and redress, democratisation, development, quality, effectiveness and efficiency, academic freedom, institutional autonomy and public accountability (Education White Paper 3-1997).

A single co-ordinated system of education as proposed in the NEPI 1992 and NCHE 1996 reports were readily adopted by the Education White Paper 3 without modification. That resulted in the planning on the national higher education plan in consultation with the Department of Education, the new statutory advisory board and the Council of Higher Education (CHE). The main focus was directed to the following: the establishment of the new programmes, cutting off the obsolete programmes, developing new capacities, reshaping the institutional landscape and promoting individual and institutional redress and equity goals. The National Higher Education plan would further provide the framework within which the institutional plan would be developed (Education White Paper 3-1997).

While educational plans were hatched at national level, the spade work was carried out at the institutional level. These included the mission of the institution, proposed programmes, and race and gender equity goals, proposed plans for new programmes including academic and research development; and infrastructural development. One of the much desired changes cherished by the legislation was the institutional redress between the historically black and historically white institutions.

The Department of Education and Council for Higher Education should actively play a more proactive role by assisting institutions to develop planning capacity and appropriate institutional missions, as well as ensuring new programmes were appropriately located within the existing institutional landscape. Funding would be allocated where needed to enable institutions to offer the agreed programmes. Less than five years since the introduction of the national plan for Higher

Education, a followed-up was made to assist in the implementation of the recommendations (Education White Paper 3-1997).

2.2.5 National Plan for Higher Education-Ministry of Education (2001)

In its introduction, the paper outlined the framework and mechanisms for implementing the policy goals of the (Education White Paper 3-1997). The paper recognised the current strengths and weaknesses of the Higher Education System and was based on a developmental approach that was intended to guide institutions towards meeting the goals for the system as a whole.

The National Plan for Higher Education, (2001) proposed the following:

Firstly, the indicative targets for the size and shape of the Higher Education System, including the overall growth and participation rates, programmes mixes, equity and efficiency goals.

Secondly, it was recommended that the participation rate in the South African Higher Education sector should be increased by 20% for the age group 20-24 in public higher education for the next 10-15 years.

Thirdly, CHE, (2000) proposed a shift in enrolments over the next five to ten years between the Humanities, Business, Commerce and Science, Engineering and Technology from the current ratio of 49%, 26%, 25%, to 49%, 30%, 30% respectively.

Fourthly, the demographic composition of the student body should change and begin to reflect the composition of the country's population. Equity of access still remained a challenge as black and women students were under-represented in Business, Commerce, Science, Engineering and Technology programmes as well as post-graduate programmes in general.

Fifthly, staff composition of Higher Education changed in line with the changes in student composition, however, blacks and women remained under-represented in academic and professional positions, especially at senior levels.

Sixthly, the institutional landscape of Higher Education must be restructured to create new institutional and organisational forms to address the racial fragmentation of the system, as well as administrative, human and financial capacity constraints. That, by implication, meant investigating the feasibility of a more rational arrangement for the consolidation of Higher Education provision by way of reducing, where appropriate, the number of institutions but not the

number of delivery sites on a regional basis. It should be mentioned, though, that most of the above-mentioned targets have been met (CHE, 2018).

An initial analysis of the available data suggested that the number of institutions could be reduced by merging certain institutions.

2.2.6 Guidelines for Mergers and Incorporations (2003)

The merging of higher learning institutions within regions was accompanied by broader goals and objectives such as increasing access, promoting equity, ensuring institutional diversity through mission and programme differentiation as well as building high level research capacity (Guidelines for mergers and incorporations, 2003). In that regard institutions had the responsibility of implementing the merging process.

In order to perform the process of merging successfully, institutions were to be inclusive, consultative and allow stakeholder participation by using the existing governance structures such as senates, student representative councils and institutional forums. The creation of a new identity may also provide the means for addressing some challenges of bringing together two or more different institutional cultures. The challenges may be apparent in the strategic and operational priorities of the institutions, different focus areas for teaching and research, different missions, different student markets and also historical context. To minimise the challenges, merging institutions should respect one another with the aim of meeting different social and institutional needs, and operate from a shared, mutually accepted set of assumptions and values that govern relationships and practices (Guidelines for mergers and incorporations, 2003).

Some aspects covered in the merging process were institutional culture audit that covered academic structures, programmes and facilities, staff and students as well as research. The audits in general included access, bridging programmes and outreach activities. As far as staff and students were concerned, the following were important: the number of academic, support and administrative staff, appointment levels of staff as well as the terms of appointments. What also played a crucial role was the student-teaching ratios, head count enrolment and student throughput rates. All the specifics mentioned in the earlier documents would also permeate in the document that would follow. However, what seemed to be a sticky issue in the merging process of the institutions was the language policy among the historically white and black universities. This might create a challenge in the future and indeed as it was happening in recent years (Mosia, 2010).

Despite the apparent dissatisfaction from a section of the population, Department of Higher Education and Training went ahead to draft an Act on Language Policy (Department: Higher Education and Training, RSA, 2017).

Three universities in the country accordingly changed their language policies. University of the Free State adopted a new language policy in March 2016, which replaced Afrikaans and English as parallel mediums of instruction, and makes English the primary medium (News24, 2017). In one of its language principles, University of South Africa stated that it recognises that its graduates should have a high level of proficiency in English and that it will make resources available for the development of the nine African languages for the benefit of the University and the country (UNISA, 2016). University of Pretoria in its Policy Statement, accordingly maintained that English is the language of teaching and learning (lectures, tutorials and assessments) except in cases of where the object of study is a language other than English, and in programmes with profession-specific language outcomes, subject to approval by Senate (University of Pretoria, Language Policy, Document number R31/16).

2.2.7 Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2008)

The Report derived its existence from the Minister's concern that HEI's do not live up to the expectations of the Education White Paper 3-1997 and the Constitution of the Republic of South Africa, 2001. In both counts, it stated the apparent disjunction between the institutional policies and the real-life experiences of staff and students that included specific areas of the institutional activity, such as learning, teaching, curriculum, language, residence life, and governance.

The recommendations made to the Minister were categorised as follows: Staff and work experience, student and learning experience, student and the living experience, staff and student knowledge experience and the governance experience (Ministerial Committee on Transformation and Social Cohesion, 2008).

The real-life experience of staff members suggested that racism and gender discrimination were underplayed although they remained a challenge in many South African institutions. It was found that many institutions, despite having impressive transformation policies, struggled to build a sense of cohesion and a sense of belonging in which all staff felt equally valued. It was suggested that unless there was a critical mass of black and female staff who would bring about a range of

values, norms, attitudes and beliefs to the institutional culture, the transformation agenda in higher education would remain unfulfilled and illusive (Ministerial Committee on Transformation and Social Cohesion, 2008).

The real-life experiences of black and white students were confirmed by the Report and many findings from institutional literature that had been undertaken by institutions such as the Universities of Cape Town and the University of the Witwatersrand as well as a few selected individual academic endeavours (Cooper, 2005; King, 2001; Mabokela, 2001; Sedumedi, 2002; Sennet, et al. 2003; Walker, 2001, Louw, Jooste & Makae, 2011). The findings confirmed that black students felt discriminated against while white students had a different view. Not only did black and white students differ in their experiences but differed also in their perceptions regarding transformation and discrimination in institutions.

While progress was made with regards to the integration of students in residences, it was not good enough. The approach of the institutions of higher education seemed to have been cautious, rightly so because this was also part of the corner stone of the 'separate developments'. The institutions were keen to avoid conflict and tension both within the student body and the broader community of parents and the alumni, albeit many remained opposed to the integration of residences particularly white parents. Jansen (2009) confirmed that racism among students in the historically Afrikaans-speaking institutions must be understood in the context of the continued social isolation of Afrikaner students from the wider process of social change taking place in the country. Jansen (2009) further maintained that these students came into institutions with the values and prejudices of the community from which they come. That meant that the challenge facing institutions was to position themselves against all forms of discrimination and chauvinism. It was also important to help students to grow beyond their misconceptions and racial prejudices.

While the Committee welcomed the move to re-organise residences in the historically White institutions, particularly the Afrikaans-medium institutions, in other words a value-driven approach to address the impact of the residence culture and tradition, it was not convinced about its' long-term approach solution. It, however, suggested that the focus on culture and traditions of different cultural groups should be voluntary and consistent with the Constitution of the country and persuade the wayward individuals to conform (Ministerial Committee on Transformation and Social Cohesion, 2008).

On practical situation, the Ministerial Committee on Transformation and Social Cohesion's (2008) view was that the residences should be organised as 'living and learning communities'. That meant

an extension of the classroom/seminar room in which a programme of lectures and seminars on key educational challenges could take place. These lectures and seminars should be linked to addressing the daily challenges that confronted students as leaders and citizens in a changing society and world. The idea was piloted in the US in which senior students invited speakers to address them about controversial issues and for them to debate around those issues. The approach was adopted by the UFS (UFS: Housing and Residences, 2015).

The Committee acknowledged a limited progress in the epistemological transformation because the majority of black students struggled with language at the universities and this limited their academic success. It was thus important to infuse the curriculum with ethical and moral imperatives linked to the daily social and political challenges. Earlier, Badat (2001) suggested that the curriculum could also enrich and bring about vibrancy if it could incorporate issues of social justice, intellectual and political action towards a humane society.

The Committee justifiably proposed the following: that institution should introduce a common and compulsory first year course for under and post graduate students with regards to the challenges facing South Africa. The compulsory course should include: Firstly, the reviewing of obstacles hindering the implementation of effective language policies and practices. Secondly, request the institutions to indicate how they intend giving effect to their commitment to multiculturalism. Thirdly, recommend how African Languages could be developed as academic languages. Lastly, the Minister should establish a mechanism to monitor the application of language policies and practices (Ministerial Committee on Transformation and Social Cohesion, 2008).

In its review of the governance experience, the committee concluded that the governance structures in the institutions did not work optimally to ensure the success of the transformation. The conclusion was based on the lack of enthusiasm and accountability from the top structures of the institutions to the lowest governing structures.

With regards to the council, it was observed that most members of the Councils abdicated their responsibilities by: Firstly, not attending the Council meetings as regularly as they should and that they left the business of developing policies to management structures.

Secondly, the middle management seemed not to monitor the process of transformation as instructed by the council and the Vice-Chancellor, thus they seemed to play a blame game.

Thirdly, the committee was of the opinion that the transformation structures such as the Institutional Forum were marginalised.

In summary, the Committee expressed itself on a range of complex issues in need of urgent transformation in the HE sector and wants to play its societal role unencumbered.

The committee recommended, among other things, that there should be a transformation compact between higher education institutions and the Department of Education. That suggested that the role, functions and performance of the councils be reviewed in order to have a balance between the external and internal members. A permanent Transformation Oversight Committee should be appointed to monitor the transformation process, set transformation indicators with targets, and that transformation framework should be part of the performance contract of the Vice-Chancellors.

2.2.8 The Transformation Oversight Committee (2013)

The Oversight Committee on university transformation (2013) came into being due to two important documents, namely, Education White Paper 3 (1997) and the Report of the Ministerial Committee on transformation and social Cohesion and the Elimination of Discrimination in Public Education Institutions (2008). Firstly, to set the framework for the transformation of higher education and to guide programmes and processes aimed at transforming the post-apartheid education. Secondly, it required that all existing practices, institutions and values be viewed and re-thought in terms of their fitness for the new era, namely, the Education White Paper-3 (1997) and the Ministerial Committee on Transformation and Social Cohesion (2008) Discrimination in Public Higher Education Institutions which focussed on racism and which made appropriate recommendations to combat discrimination and promote social cohesion.

In its brief, the Transformation Oversight Committee (2013) was mandated, amongst others, to advise the Minister and the key constituencies in higher education on policies and the intervention strategies needed to combat discrimination, anti-racism and to promote institutional culture for staff and students. These should be based on the values and principles enshrined in the constitution and also to overview the state of anti-discrimination in Higher Education. Furthermore, it is mandated to look into the nature and the extent of racism, racial discrimination and other forms of discrimination based on gender, ethnicity and disability particularly in the university residences.

In its report the Transformation Oversight Committee on university transformation (2013) concluded that the state of transformation in higher education was painfully slow and that racism

and sexism were pervasive while the pace of redress was even slower. The Transformation Oversight Committee on university transformation (2013) further noted serious disjuncture between policy and real-life experiences of both students and staff, particularly in learning, teaching, curriculum, languages, residence-life and governance. Based on the findings, the Minister instituted a permanent Transformation Oversight committee (2013) to monitor the transformation process in Higher Education.

Regardless of the slow rate of transformation in South African universities, student numbers, particularly black students, increased dramatically from 49% in 1995 to 72% at present. This added to the recently established three universities, namely, University of Mpumalanga, Sol Plaatje University and Sefako Makgatho University (Liquid Telecom, 2017).

2.2.9 Higher Education South Africa (HESA) presentations to the Portfolio Committee on Higher Education and Training (2014)

As part of the 20th anniversary of the new democratic South Africa, the Portfolio Committee on Higher Education and Training celebrated the year by publishing a paper drafted by HESA (2014) gauging the achievements and the outstanding challenges in the institutions of Higher Education. Discussions revolved around five critical areas:

- 1) Student access, opportunities, throughput and graduation rates.
- 2) Research and postgraduate education was considered.
- 3) Epistemological transformation was equally important.
- 4) The next generation of academics was highlighted.
- 5) Higher education landscape was discussed and
- 6) Students' plight regarding funding was also reviewed.

2.2.9.1 Student access, opportunities and throughput and graduation rates

Prior to 1994, the participation rates were highly skewed based on race. According to Higher Education South Africa (2014), although black South Africans constituted 77% of the population, their enrolments made only a meagre 40%. On the other hand, white South Africans comprised of only 11% of the population, but their enrolments constituted 48%. Female students at 43% were also under-represented. In post-1994, there was a significant achievement because there was more

equitable access to higher education and a more representative student body. Furthermore, Higher Education South Africa (2014) maintained that, by 2011 black students comprised 81% of the total student body of 938 200, and women 58%. The successes were due to a number of intervention strategies by the education department such as the outlawing of racial and gender discrimination, the introduction of affirmative action, alternative admissions tests put in place to complement the final secondary school examination, the recognition of prior learning, the extended curriculum programmes for students that had potential and the introduction of the state funded national student financial aid scheme.

While participation increased significantly, it was also logical that the Higher Education's Department expected equally improved throughput rates, but that was not the case (Jeynes, 2015). An adequate student funding was a major constraint in ensuring greater equity of access, opportunity and outcomes. For that reason, the Education White Paper 3 (1997) committed the government to progressively introduce free education for poor students on the availability of resources. However, that had not entirely taken place. At the end of 2015 and the beginning of 2016, students were up in arms demanding blanket free education for every student, irrespective of whether other students were capable of paying registration and tuition fees. A #FeesMustFall slogan affected the opening and the running of universities. This was exacerbated by the workers strike and the slumping economy (Davids and Waghid, 2016).

Challenges still facing higher education institutions are the throughput rates, drop-out, undergraduate success and low graduation rates. All these affected mainly black students. The suggested remedies were that decisive action needed to be taken in the key areas of the educational process. The necessary conditions for substantial improvement included, amongst other, the reform of core curriculum frameworks, enhancing the status of teaching and building educational expertise to enable the development and implementation of teaching approaches that would effectively cater for student diversity and clarify and strengthen accountability outcomes. The under-prepared students should be referred to the academic development programmes that existed in the institutions (HESA, 2014).

2.2.9.2 Research and post-graduate

South African Higher Education compared to the rest of Africa, according to Higher Education South Africa (2014), has considerable strengths in knowledge production and is ranked 33rd in world publication outputs. However, South African institutions of higher education could produce

more had it not have been for the following shortcomings and constraints: Firstly, the post-graduates' enrolments and outputs remained low in relation to the national economic and social development needs. There was a marginal increase of 1.8% in the size of the post graduate student body in 1995-2010. Secondly, there were relatively poor graduation rates for masters, namely, 19% as against the benchmark graduation rate target of 33% established by the National Plan for Higher Education and doctorates 13% against a target of 20%. Thirdly, there were graduation rates between 24% and 34% for black students and 37% for white students in 2010. Postgraduate success rates were between 65% and 74% for black students and 80% for white students. Fourthly, only 34% of academics have doctoral degrees. This implied that the high quality research and supervision of doctoral students were not competitive. Fourthly, the number of doctoral students was too low. One of the reasons for this state of affairs, at least to black students was poverty because poor and promising students were under enormous pressure to leave institutions for employment (McGhie, 2012; Mtshali, 2013; Murray, 2014).

2.2.9.3 Epistemological transformation: critical issue yet poor progress

Badat (2014) in his presentation to Parliamentary Monitoring Group maintained that epistemological transformation was characterised by numerous challenges, one amongst others, was the historical legacies of intellectual colonisation and racialisation. This basically meant the historical legacies were linked to the institutional culture and academic freedom in the institutions of higher education by belittling other communities' cultures and traditions, intellectual capabilities and their conceptualisation of certain concepts in intellectual discourse. Mamdani (2011) agrees that one of the dominant paradigms in education is theorising Western history and extolling the virtues of the enlightenment not African Education.

It is, however, interesting to acknowledge the stance of the proponents of Africa-Centred Knowledges. Amongst others, Ntuli (2001) who describes the differences between a Western and an African Cosmo vision in which the view is that there is assumed relationships among the spiritual world, the natural world and the human world. He went on to mention that in South Africa the land question has a lot to do with the diminished intervention in the pursuit of a clear Cosmo visionary project. He went on to mention that there is a fundamental base of an African harmonious unit of society: the family, as a basic unit of a clan, the clan as a unit of a nation and with the task of preserving peace.

The concept Ubuntu is also captured in Ntuli's (2001) writing of Indigenous Knowledge Systems and the African renaissance laying foundation for the creation of counter hegemonic discourses. He maintains that an African-centred worldview recognises the cyclicity of events and nature of existence, viz. birth and death (joining the ancestors). In this regard, he maintains that the dead exist in our midst and are referred to as if they are visible. The significance of this ideology is the issue of the rebirth of Africa Renaissance in which the land question is fundamental.

Epistemological transformation is also observed at Stellenbosch University. The university is in the fore-front to renew its curriculum in its medical programme (MB, ChB) of the faculty of Medicine and Health Sciences. The curriculum is more pragmatic for students and more responsive to the health needs of the population (Stassen, 2018).

The second threat was the challenge of creating institutional culture that would not fear or favour certain cultural and ethnic groups in the institutional milieu.

2.2.9.4 Securing the next generations of academics

Prior to 1994, racism and patriarchy were the key features of colonialism shaped profoundly by the composition of academic staff. Academics in the South African universities comprised overwhelmingly of white male personnel. Although 71.4% of professors at 13 universities collectively are white, only 9.8% are black, 6.6% Indian and 3.1% coloured. An additional 188 professors at the 13 universities are other nationalities Ramoupi (in Mail & Guardian, 2017).

In post 1994, South African universities were effectively confronted by mainly three challenges: the challenge of producing and retaining the next generation of academics, transforming the historical and social composition of the academic work force through measures of advancing social equity, and redress for black and women South Africans. The next generation of academics should not only be largely black and women but also possess the intellectual and academic capabilities related to teaching and learning, research; and community engagement that were fundamental for developing South African Higher Education sectors (HESA, 2014).

2.2.9.5 The higher education landscape: differentiation and diversity are not yet fully settled policy

The Education White Paper-3 (1997) played a pivotal role in changing the higher education institutional landscape. In earlier years the universities were divided racially and ethnically according to the policy of Apartheid. Different ideologies, economic, social and educational standing also played a major role in establishing some of the historically white universities. Despite the creation of the non-racial South African higher education landscape, opposition and harassment of different forms at various times in the historically English speaking and historically black universities (African, Coloured and Indian) became the order of the day (Badat, 2010). Racism and other forms of discrimination, were thus not tolerated and genuine improvements and diverse educational landscape were the most sought after.

In 1994, higher education system comprised of 21 public universities 15 Universities of technology, 120 colleges of education, 24 nursing and 11 agricultural colleges. These institutions differed widely in terms of the nature, breadth and quality of academic provision and also the adequacy of infrastructure and facilities and the level of state funding formula (Fongwa, 2012). In 2001, colleges of education were either closed or incorporated into the universities and Universities of technology. That gave rise to the present landscape of 11 traditional universities which offer largely degree programmes, six comprehensive universities which offered a wide range of degree, diploma and certificate programmes and six universities of technology (Higher Education South Africa, 2014).

Although there was a major advance in differentiating the institutions, there were some concerns among the historically black institutions that they could not attract other racial groups, particularly white students in large numbers as compared to historically white institutions that attracted large numbers of black students (MacGregor, 2014).

2.2.9.6 Funding

It could be an understatement if mention is not made in relation to funding. Higher Education South Africa (2014) reported that the higher education expenditure has been declining alarmingly in both real and student per capita terms. It is also declining as a percentage of the government's budget and of GDP. The decline in government's subsidies has also affected the income available to universities, such as tuition fee income, research grants, contract income and donations. This

factor is likely to affect the higher education sector for a reasonable long time and may create mayhem if it is not treated cautiously and urgently.

Indeed, the #FeesMustFall campaign was the response. Hastily, the former President Jacob Zuma made a sudden declaration when releasing the (Heher Commission's report, 2017) on the feasibility of Fee-Free Higher Education. Despite the commission's finding that there was at present no capacity for state to provide free tertiary education to all students in the country. Questions are how would the government subsidise the tertiary education to 90% of the country's students when the country is in financially dire straits and when many tertiary students are still floundering? (Van der Merwe, 2017).

2.2.10 Research articles advocating change in the South African Higher Education sector

There are scores of research articles on transformation in South Africa. The few that have been selected indicated themes on which transformation was based as mentioned earlier in the policy documents. For instance, already in 1993 Adam, Barents & Wolpe (1993) pointed out that the socio-structural inequalities of class, race and gender as well as institutional and spatial nature were generated by a particular trajectory of economic and social development during the segregationist and apartheid periods that had profoundly conditioned the character of the Post School Education system in South Africa.

In debating the question of the social goals of equality (redress of social structural inequalities) and development (socio-economic, political, cultural development and human resource) as broadly endorsed as important objectives of the Post School Education (PSE), Adam, Barents & Wolpe (1993) maintained that debates revolved around two issues such as the attainment of equality in relation to access to institutions and quality in terms of the resourcing disciplines, research and graduate programmes. Taking together the general objectives of the PSE as mentioned earlier, it is quite clear that the article unreservedly agreed with the policy documents which followed later.

Norris (2001) was of the opinion that transformation as enacted change was planned and was intended to bring about significant changes in how an institution was managed. Accepting the challenge would mean quite a number of things, amongst other,

- 1) Manage diversity created by affirmative action interventions
- 2) Change the institutional culture and landscape
- 3) Reconceptualise appropriate leadership styles

- 4) Reconstruct an institution including missions
- 5) Reformulate of good teaching strategies and
- 6) Develop staff and students to work in a different institution from what it used to be.

For the above to succeed, much attention should be directed to influence and change, for example: The existing cultural attitudes running against females to enrol many black female students. Albeit, for the past few years there has been an increase of black students in the historically white universities, the disparity is still found in many fields of study, for instance, Engineering, Natural Science, Medicine and Commerce.

South African higher education went through three major developmental stages, for instance, mono-cultural, non-discriminatory and multicultural (Higher Education South Africa, 2014). However, multiculturalism which espouses different cultures of South Africa may yield a common educational culture which would be an improvement on its constituent's parts. This means that equity and redress would have to play a major role (Norris, 2001).

Norris (2001) also endorsed the themes as highlighted in the original policy documents.

In further illuminating the constructs/themes Cloete, Bunting & Bunting, (2002), mentioned the transformation indicators as student and staff equities. Student equities entailed an access of black students to business/commerce programmes and postgraduate programmes. In addition, institutional climate should improve to ensure the retention of students and ultimately improved graduation rates. Staff equity included the access and retention rates of under-represented groups such as women and the implementation of staff development programmes. Responsiveness as a theme included the restructuring of academic offerings and changes in teaching and learning paradigms, partnerships and collaborative agreements, and that research outputs should increase and graduates should urgently satisfy the societal needs. Furthermore, governance and institutional culture should not be underestimated.

In his concluding remarks, Badat (2007) observed a number of achievements in the new higher education dispensation in post 1994 period. He described the successes of planning, policies and infrastructure, and evaluation and review of new systems as having excellent research and knowledge bases. He saw de-racialisation of students and institutions occurring. He, however, lamented the inequalities of geographical location, staff qualification, student quality and the restructuring of higher education as insufficient for equity including access, diversity research capacity and social development. He was rather doubtful about the successes of transformation in

areas of innovation of technologies, instruments, mechanisms and processes of transformation because of the difficulty of theorising the new conditions and the new post-apartheid horizon with its changes and ambiguities; and the dearth of skills to manage and introduce innovative ideas. He cited that without the above, there was no certainty from where the new generation of (predominately black) academics would come because higher education was in flux. This tested the quality of individual institutions of higher education in relation to the production and quality of academics.

Badat (2007) opined that stock taking should be made of various throughput, retention and graduate rates as well as how much capacity (student, staff and management) had been built up, especially at the previously disadvantaged campuses and the kind of links had been forged between the latter and advantaged campuses.

Badat (2007) further posed sound questions that could positively influence sound policies regarding Higher Education. For example: how was the post-2002 formulae been impacting campuses, institutions and disadvantaged communities, how have universities and government policies managed to implement national and regional-related policies, including citizenship, civics, cultural landscapes and; a horde of other questions related to education in general.

Wiese, Van Heerden & Jordaan (2010) conducted a study on students' selection of Higher Education institution. They identified a wide variation of variables concerning students' choices, for example the quality of teaching, employment prospects, academic facilities, location of the institution, reputation of the institution, *etc.* Based on the differences in gender, ethnicity, linguistic backgrounds, students' responses were different as expected. It was also important to look into the results yielded from the research study.

The study yielded the following results, firstly, irrespective of gender or language the most important choice factor was the "quality of teaching" at HEI'-s. By implication this meant that, amongst others, educational training students received at the institution (employment, status and life style) and curriculum, education technologies and methods; and staff qualifications were important. Secondly, the findings indicated that male and female students differed according to the selection of certain choice factors that suggested that HEIs could consider in recruitment strategies for each gender. Thirdly, in as far as language groups were concerned it was found that different language groups made decisions based on different factors, *i.e.*, indigenous language-speaking students indicated that multiculturalism of the institution was a very important choice factor for them.

In the following sections focus shifts to a particular context of transformation; the UFS.

2.2.11 Background of the UFS

The UFS was founded in 1904 as an English University. The name of the institution changed several times due to the external and internal political circumstances. For instance, during the British rule, it was called Grey University College.

Later, during the Afrikaner and National Party reign, it was called University College of the Free State and the University of the Orange Free State respectively. Today it is called the University of the Free State (Our Heritage, 2016).

During the reign of the National Party some twenty plus years ago, the University Council, Management and staff accepted the authority of the National Party. In the same way that both the British and Afrikaner governments were respected by naming the university, the newly elected ANC-led government also expected that its' authority would be accepted and respected by all the universities including the UFS by adopting and implementing the transformation in all its forms and variations as part of a government's broad transformation policy. The transformation initiatives as unfolded by literature is discussed hereunder.

2.2.11.1 Academic literature and research articles advocating transformation at the UFS

The interesting part of this section was the authenticity of the documents on transformation at the UFS. The authors of these documents happen to be or have been part of the UFS during the transition from mono-cultural to multicultural institution. Ramahlele (2007) gave the general changes that were brought about since 1992. He highlighted transformation at the university as follows: Access of black students received a momentum at the establishment of the bridging programme which introduced a parallel medium for teaching and learning and also promoted Sesotho, an indigenous language spoken mostly in the Free State province, as a scientific language in later years as part of decolonisation of education initiative in the institution. Black students' enrolment improved significantly over the years.

Ramahlele (2007) further maintained that the establishment of the Student Transformation Committee made the culture of an on-going discussion on transformation at the UFS to be a norm. The increase of black female students on campus prompted the introduction of the sexual

harassment policy. The increase of black staff (academic, administrative, support staff including the general workers) made the acceptance and implementation of the employment equity much easier and also the recognition of a black dominated workers' union, namely, NEHAWU (National Education Health and Allied Workers Union) on campus as UVPERSU (Universiteit van die Vrystaat Personeel Unie) which was already operative on campus.

As part of its mission, the university responded to the needs of the local communities by initiating and partnering a number of initiatives, such as Mangaung University Community Partnership Programme (MUCPP), Free State Rural Development Partnership Programme (FSRDPP), Qwa-Qwa University Corporation Development Partnership Programme (QUCDPP) with the UFS and local industries. The launching of the Broad Transformation Office initiated the Diversity Office which dealt with racial issues on campus (Ramahlele, 2007).

University local magazine gave a report that the Executive Management of the UFS accepted a comprehensive transformation plan that contained steps that would ensure the UFS successfully completed its fourth phase of transformation. The transformation plan covered the institutional culture, academic activities, governance and management as well as employment equity (Dumela, 2007).

Institutional culture included factors that fostered a sense of belonging among staff and students; and established a campus-wide ownership of the institutional Charter, on-going diversity and multicultural sensitisation; and lastly the approval of a proposed amended residence placement policy and strategy (Dumela, 2007).

Academic activities included projects such as enhancing student performance, responsiveness and engagement in research through deeper African orientation as well as incorporating indigenous knowledge; closer liaison with African institutions of higher education and encouraging exchange programmes, finalisation of a service for international student recruitment and support (Dumela, 2007).

Governance and management concentrated on evaluating the governance and management model and structures for effectiveness and efficiency. The roll-out of the performance management system, developing management capacity for implementation of the transformation objectives would receive attention. The last step of the plan would be finalising the Employment Equity Plan in relation to the principles of the institutional charter, retaining the promising black postgraduate students and determining the resource implications of the proposal for enhanced transformation and accelerated redress at the UFS (Dumela 2007).

Jansen (2012) highlighted the sudden increase of number of black students and the declining number of white students in the higher education sector. He, however, singled out certain discouraging aspects at the universities such as few black male and female students in the Science and Technology disciplines, too many disadvantaged students dropping-out without attaining their first qualification, Black male student numbers that were declining, relative to other groups even though the overall proportion of black students had increased, too few male students choosing to study primary school education and too few black students studying architecture or doctoral-level studies. He went on to mention that the historically white institutions were dominated by black students and the phenomenon continued unabated. The opposite was recorded regarding white students on the historically black universities.

In giving meanings to the institutional transformation, Jansen (2012) and Habib (2016) maintained that although there was an increase in the number of students, it would have been equally desirable to see the change in staff equity, particularly at the higher ranks of university employment.

But, it would seem that it would take a while before a sizeable number of black professors are increased in academia, let alone black female professors. According to van Wyk (2014), in 2012 there were 534 female professors whilst their male counter-part were 1 640. By calculations, this made up merely 14% of all professors in South Africa. Ramoupi (in Mail & Guardian, 2017) lamented that there is still no significant change in the number of black professors in South African Higher Education system because in 2015 there were 66% of white professors in all universities.

The political change ushered in numerous changes, including the opening of education system which introduced black pupils in the white schools (Model C schools). Black students in the former white universities moved in residences, albeit with undesirable consequences that resulted in incidents such as the Reitz episode in the case of the UFS (Jansen, 2012).

Seven fundamentals of deep transformation on a racially divided campus were learned from this occurrence, namely, physical segregation was cautiously introduced in the residences, social integration was encouraged by engaging students in various stereotype reduction and anti-racism training. With regards to knowledge and transformation, a compulsory core curriculum [UFS 101] was introduced. As far as cultural embrace is concerned, the symbols that constituted old traditions, cultures and practices were changed to more acceptable and modern symbols. A sense of belonging made students and staff to feel at home physically and emotionally. Leadership example entailed the presence of university management including the Vice-Chancellor, in students' activities and also public gestures that indicated reconciliation, change and

transformation (UFS, Looking back into the future: a transformation report at the UFS, 2004-2014).

Although to a great extent some in-roads were made, there were also some challenges such as negative pre-existing knowledge about surroundings and people, memories of apartheid, reconciliation and redress, diversification of the background experiences of the incoming student population and the banning of student political parties on the university campus (Progress at the UFS to combat racism and advance transformation, 2015).

In responding to the internal and racial differences at the UFS including the Reitz occurrence, the university established an International Institute for Studies in Race, Reconciliation and Social Justice. The mission and aims of the institute was to study the manifestation of race in Higher Education, linking such an inquiry to matters related to reconciliation and social justice in the South African context. Focussed attention to racial, ethnic and tribal conflicts was also paid elsewhere in the world (Brackett, Marcus, Mackenzie, Mullins Tang and Allen, 2006). In the main, the function of the facility was to formulate and supervise transformation initiatives, particularly in human relations on campus.

The accomplishment of the institute since its inception was to establish some branches related to its mission on campus, for instance, the Human Rights Desk, Anti-Racism Network in Higher Education (ARNHE), Youth Forum, Arts and Social Justice and Research. The task of the Desk was to do human rights assessments and find new ways in which to advance the project (The Institute for Reconciliation and Social Justice, 2010).

Anti-Racism Network in Higher Education had to do with facilitation and the co-ordination of events to provide space for sustained critical dialogue amongst academics, higher education administrators, students and staff on the impact of racism and intersections between race and other social asymmetries such as gender, xenophobia, class and differentiated ability within the higher education sector. The youth forum was an informal forum intended to initiate dialogue between interested students and staff members involved in specific issues pertaining to the academic and human projects of the UFS. The main objective of the Arts and Social Justice was to explore new and different ways of understanding social relations through artistic encounters. The Research Desk was working hard to establish its own post graduate degree, namely, MA in Reconciliation and Social Cohesion (The Institute for Reconciliation and Social Justice, 2010).

A similar facility more or less like the Institute for Reconciliation and Social Justice was established at Nelson Mandela University, namely, the Institutional Culture Enlivening Process at

Nelson Mandela University. It is perhaps wise to give detailed information regarding this facility in order to exchange learning experiences and ideas of how best to provide good services to departments and the stakeholders.

2.2.11.1 Contributions of the Institutional Culture Enlivening Process at Nelson Mandela University from which the Institute for Reconciliation and Social Justice at the UFS could learn

Through its “Deepening the Conversations-Practice Reflections on the Institutional Culture Enlivening Process at the Nelson Mandela University 2013-2017”, the ICEP has contributed immensely to the Higher Education sector.

2.2.11.1.1 Evaluating the ICEP project

Although ICEP project regarded monitoring and evaluation of transformation as important, it did not immediately introduce the process due to lack of expertise. Monitoring and Evaluation process was further regarded as something discreet, separate and time-bound. However, it was later observed that the opposite was true because monitoring and evaluation are according to Olckers (2017), a deep developmental and transformative understanding that formed part of the very pedagogical paradigm.

The realisation of the importance of Monitoring and Evaluation came through the International Conference of Monitoring and Evaluation where the notion of working with developmental evaluation and with a complexity perspective were seen as cutting-edge and an emerging approach that offered the much needed expertise.

2.2.11.1.2 Some challenges in finding a way towards developmental evaluation

In an attempt to implement the developmental evaluation at NMU and the Higher Education sector in the country, a number of challenges were experienced.

It thus comes to the fore that afore-mentioned themes on transformation such as racial, ethnic and class differences were consistently mentioned in almost all documents cited above in relation to the UFS. It should, then be established whether the same themes that appeared in the annual reports of the UFS to the Ministry of Higher Education are also pertinent in the ICEP project.

In order to effect positive change, namely, to learn and understand the transformation process at the Nelson Mandela University, it was necessary to capture and track the setbacks and challenges

of the transformation process. For example, in order to be effective in the renewal of the institution, the ICEP had to work closely with other initiatives of the same mission and not to separate itself from other initiatives.

Challenges that were faced by the ICEP, amongst others, were to streamline the Department of Transformation, Monitoring and Evaluation. It was necessary to close the gap between compliance-driven, reporting frameworks of the university's current Department for Transformation, Monitoring and Evaluation. It was also important that the researchers should share work responsibilities since the institution was too large. Furthermore, academic and scholarly courses on monitoring and evaluation were still based on previous and unhelpful frameworks.

There was deprivation of narratives and stories recording in order to understand and justify investment in the ICEP project and also deprivation of ICEP's theoretical dimension of feedback instruction to compel the on-going change as part of a system approach.

New disciplines and practices in the field of Monitoring and Evaluation were not updated from time to time to reflect meaningful and creative contributions in order to do the actual work of implementing and evaluating the transformation projects.

Funding in projects such as this was always inadequate.

2.2.11.1.3 Some fault-lines and obstacles encountered in the ICEP process

There was a hostile and strained working relation between Human Resources toward the ICEP project and the resultant distancing of the HR portfolio from all ICEP projects and processes. This surely had a negative impact on the transformation programmes of ICEP.

There was an overlapping of efforts between Human Resource and ICEP process on the same transformational projects such as issues of team cohesion and team conflict; employment equity; leadership initiatives, induction processes; relationships with the unions, guidance on disciplinary-related matters, especially-as they related to transformation related work-place behaviours and practices.

Workshops participants were attending as free individuals and not as stakeholders or representatives of unions. As a result direct engagement with the unions or stakeholder grouping was non-existent.

Senior leadership were not ready to convene ICEP-type processes in their domain and to embrace transformational leadership approaches. This lackadaisical posture resulted in insincere and unauthentic in championing the processes by relevant leadership.

Leadership contestations with complex governance structure of a particular campus created unreceptive and unfavourable conditions in which minimal ICEP interventions could take place.

Notwithstanding the hindrances above, the ICEP is a promising factor in the Higher Education sector in South Africa. The project further serves as a catalyst to some of the challenges of transformation in the HE sector. The positive aspects and pitfalls to transformation have been identified and this can be avoided in its implementation at the UFS and the HE sector in general.

2.2.12 Annual Reports of the UFS to the Minister of Higher Education

The UFS was among the first former Afrikaans speaking universities to respond to the clarion-call of transformation in the early 1990's. The willingness of the UFS to transform was highlighted in a number of literature reviews such as that of Ramahlele's (2007) account of transformation at the UFS and the annual reports submitted to the Ministry of Education. The reports highlighted critical issues regarding transformation as equity (employment, campus climate, and student profile), the restructuring of the university, language policy (institutional culture), and social responsibility (responsiveness). In essence transformation initiatives at the UFS can be divided into two distinct periods, namely, 1990-2007 and 2008 to date.

2.2.12.1 *The transformation initiatives at the UFS in 1990-2007*

Khotseng (2001) confirmed that the UFS had some significant educational changes initiatives among other, parallel medium of instruction, increased black student numbers, SRC constitution and student life in the residences which included the Kopsie day celebrations and sports on campus. Issues related to the attitudinal changes of staff were the Orientation workshops, social contract and the employment policy. Educational change initiatives regarding the general well-being of the University were the following: The appointment of the transformation team, the establishment of the University Diversity Office, UFS partnership with the black and Coloured communities and the commitment of the former rectors of the university. The significant educational change initiatives are discussed hereunder (Ramahlele, 2007).

The introduction of parallel medium policy such as Afrikaans and English was one of the factors that led to the increase of black students on campus. The increase of black students as indicated in Table 1 introduced some changes on campus (Language Policy of the University of the Free State, 2003).

Table 2.1: *The growth of black student numbers at the UFS*

The growth of black student numbers at the UFS

Years	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Numbers	8344	11842	14038	13135	12399	12999	14848	15818	18007	20315	21321
Years	2013	2014	2015	2016	2017						
Numbers	20680	19763	19409	24897	28377						

Source: Directorate for institutional Research & Planning

One of the fundamental changes was the need to revise the SRC constitution which was formerly drawn for the elections of the white SRC. A Campus Discussion Forum composed of the major student political organisations on campus, for example, SASCO, PASCO, YCLSA and Here XVII (a white male Afrikaner cultural group) was initiated to draw the all-inclusive SRC constitution (Ramahlele, 2007).

The other major task of the Campus Discussion Forum was to sensitise students about the need to elect SRC which composed of all students on campus irrespective of cultural orientation. Discussions promoted the new spirit of enthusiasm and developed a better understanding of different cultures among students. A formula on parallel medium policy was agreed upon. This compelled all students to at least vote for four candidates of other language groups. In this manner any student from a different cultural group could stand for elections (Ramahlele, 2007).

Despite the reviewed constitution, there was a section of students that was disgruntled. The alleged reasons for disgruntlement were that certain parts of the constitution favoured white students and that black representatives were university lackeys. The disgruntled students felt that the entire constitution should be overhauled. To avoid suspicion and mistrust, a law firm (Deloitte and Touch) was engaged to draft the new constitution. The reviewed Constitution was adopted. In 2005, SASCO won the elections. For the first time in many years of the UFS's existence, the SRC was predominately black (Ramahlele, 2007).

As part of the campus, the residences were also affected by the changes. For instance, in the early 1980's the Student Transformation Forum recommended that students should make their individual choices about the residence where they would wish to live. The recommendations were accepted and implemented by the university management. Some black male students moved into

the white residences. Tension and racial conflict ensued. Black students were allegedly maltreated by white students under the guise of “ontgroening” or initiation in the residences (Ramahlele, 2007).

Many black students, some black staff and parents interpreted the initiation as nothing but blatant racism whilst white students and their parents interpreted the act as just a student prank. Viewing this act from another angle, one would observe that initiation in the residences was indeed cultural clashes. Black male students moved back to their original residences. It was quiet for some time. Contrary to the clashes in the male residences, female residences had no clashes. Even though the notion of separate residences was seen as deliberate racial division, it was perhaps a correct decision to take at the time because, firstly, students were not ready to live together and were not cautioned about co-existence in the residences and on campus. Secondly, it prevented the heightened tension which might have resulted in bloody racial fights among students in the residences. On account of the heightened racial tension, the university management decided to consciously influence students and parents about the racial integration in the residences (Ramahlele, 2007).

This was not readily accepted by white students and parents and that ultimately resulted in the Reitz episode (Ramahlele, 2007). Another interesting educational change initiative was the Orientation Workshops for the staff. These were intended to reduce prejudice, provide skills to deal with racism in the workplace and also to reduce stereotypes and discrimination in the faculties and departments. The frustrations and problems of members of the designated groups on campus were also sensitised. The first group to be orientated to the multicultural issues was the top management of the university (Ramahlele, 2007).

It was reported that the achievement of the workshops were enormous because of the development of greater receptivity to the need for transformation, the encouragement of all individuals to elevate their own behaviour and to see that every staff member was part of the institution (sense of belonging) and protected by the University Employment Equity Policy (Strategic Document, 2001).

It would, however, be incorrect to say that the orientation workshops were totally successful. It can be argued, though that some staff members who attended the orientation workshops might have understood and supported the educational change initiative at the UFS long before the orientation workshops were conducted. Furthermore, the orientation workshops were not subjected to a rigorous scientific investigation to ascertain their success or limitation.

Khotseng's (2001) recommendations on employment equity policy also advanced educational change at the UFS. As a result of these recommendations, the UFS drafted and implemented its own Employment Equity Policy in line with the directives of the South African Department of Labour. In its preamble, the document explicitly stated that "the employment equity policy of the UFS acknowledges intrinsically and in terms of its statute and composition that, the university is a multilingual institution, in a multilingual and multicultural country, region and province."

Although the Employment Equity Policy of the UFS looked good on paper, its planning and implementation depended on the line managers in the faculties and support services. This was part of the commitment that was said to be lacking in many historically white institutions in the country. However, in this regard the UFS did reasonably well because it introduced itself in Africa and recruited black students and staff from African states. That was indicative in its internationalisation policy (International Office, 2017).

The draft document in relation to the internationalisation policy mentioned that "The UFS has already identified internationalisation as part of its' strategic priorities in the past, and more so in 2004." This was seen as the "outward thrust" that the UFS wanted to embark on, specifically in Africa by means of participation in the international research projects (Internationalisation Policy, 2005). It is thus not surprising that there were a growing number of students from some of the African states as indicated in Table 2.

Table 2.2: Number of students from African States attending at the UFS

Numbers of students from African States attending at the UFS														
Country	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Botswana	62	67	81	79	77	79	97	78	56	48	36	33	29	26
Cameroon			07	14	21	25	28	21	21	16	13	15	15	9
Ethiopia			11	06	10	08	08	06	10	07	12	16	17	12
Ghana			03	05	07	07	10	12	09	10	13	08	09	11
Kenya	41	38	106	70	45	28	27	25	26	19	26	18	17	14
Lesotho	817	1023	1018	1051	1300	1279	1498	1481	1283	1182	1210	1012	1051	952
Malawi			05	07	15	16	15	18	16	18	17	18	16	16
Mozambique			07	07	09	06	03	05	04	02	05	05	08	07
Namibia	109	95	167	150	168	187	190	191	190	178	188	187	189	184
Nigeria	19	28	33	36	37	40	37	38	33	34	37	42	44	37
Swaziland	11	27	32	29	24	29	21	23	18	25	25	24	38	26
Tanzania			07	09	10	13	06	02	03	02	03	03	07	5
Uganda			15	12	14	11	10	10	7	14	13	13	23	18
Zimbabwe	24	47	72	113	156	194	256	259	255	286	292	289	274	368
Total	1083	1325	1564	1594	1893	1922	1940	2169	1931	1841	1903	1679	1742	1685

Source: International Office (2017)

The Internationalisation policy of the UFS observed that stimulation of increased research outputs was a step in the right direction. Education and Health professions were popular courses among students from elsewhere in Africa while the general MBA was mainly taken by students from Kenya. The internationalisation policy was further informed by the government's New Partnership for African Development (NEPAD) that encouraged the university to undertake research projects relevant to Africa (International Office, 2017).

Research excellence and engagement; and other significant research endeavours were established, such as the development of five strategic knowledge clusters, five research niche areas were approved and being implemented and the NEPAD initiative of R4million for the training of 20 PhD's from SADC countries was approved for implementation for 2007 (International Office, 2017).

A time-table for transformation projects informed by the Higher Education Quality Committee (2001), Audit Report of the UFS (2001) Report of the Ministerial of Discrimination in South Africa's Public Higher Education Institutions (2008), the Ministerial Oversight Committee on the Transformation of Higher Education in South Africa (2013) and the new leadership was drawn between (2007 and 2010) to introduce radical changes. A Transformation Plan Task team was constituted to fast-track projects completed and those that needed attention. The drawn plan contained the following: a developmental model of improving the existing conditions, a transitional change model that replaced old projects that were redundant, creating new ones and the transformational change that demanded a fundamental shift in the organisation's culture, people's behaviour and mind-set and had the primary aim of motivating survival (change or die) or thrive (a breakthrough needed to pursue new opportunities) (A Transformation Report of the UFS 2004-2014, 2017).

2.2.12.2 *The pinnacle of transformation at the UFS in 2008 to 2016*

The Reitz episode in 2008 helped accelerate the process of transformation at the university. One of the first actual transformations was the establishment of the Institute for Reconciliation and Social Justice. The mission of the institute entailed the study of the manifestation of race in Higher Education, linking such inquiry to the related matters of reconciliation and social justice in the South African context against the backdrop of racial, ethnic and tribal conflicts elsewhere in the world. The institute has thus far successfully deflated the racial conflict on campus (Progress at the UFS to combat racism and advance transformation, 2015).

The racial demographics have changed significantly at the University. Table 2.3 hereunder shows student racial demographics in three campuses.

Table 2.3: Racial Numbers of students attending at the UFS

Racial numbers of students attending at the UFS				
Campus	Black	Coloured	Indian	White
Bloemfontein C.	16 107	1 573	493	9 791
Qwa-Qwa C.	4 245	7	1	6
South Campus	737	42	3	91
Total	21 089	1 622	497	9888

UFS Strategic Plan 2012-2016

The demographics above indicate a significant number of Black students compared to other races in three campuses.

Although, there was still a majority of white, male, academics in the historically white universities, particularly at senior levels, for instance, the professoriate. At the UFS, the level of professors has more than doubled its number of black academics. The same applies to the council of the university and other forums on campus (Progress at the UFS to combat racism and advance transformation, 2015).

Institutional transformation is reflected in several acts of necessary symbolic reparation, for instance, the university logo is non-partisan and does not reflect the racial past of and aggression but the inclusive set of insignia. Although there are new series of artistic works that reflect the religious, cultural and social diversity installed throughout the campus, in some instances there are still some old statues displayed in strategic places. These seem to be a reminder of the unpleasant past to the majority of black students. In general, the university has accomplished significantly in important areas as prescribed in the White Paper 3 (1997). According to the UFS Strategic Plan 2012-2016, the academic project has been summed into four clusters, namely:

- 1) Performance of students that entailed “a dramatic improvement in the quality of the graduates”.
- 2) Performance of academics that dealt with every academic to be in the forefront of their discipline.
- 3) Academic distinction that involved and expected excellence of staff in their respective disciplines and

- 4) Academic culture in which a culture of critical thinking, engagement and debate were part of deep educational transformation. Other important initiatives included teaching, excellence and curriculum transformation as well as student access, equity, and various measures to bolster research excellence and the renewal of the academic culture (Progress at the UFS to combat racism and advance transformation, 2015).

On the advice of the Transformation Plan Task Team, a document called (Increasing Diversity in UFS main campus residences: A new policy and role for residences, 2007) was drawn in which a new residence placement and diversity policy was approved. As a start, a ratio of 30% and 70% new first-year black and white students respectively were housed in one residence in 2008. This would be incremental over the years. This unfortunately culminated in the disastrous Reitz episode.

(The UFS's Self Evaluation Report 2006-2016), based on the model developed by the Higher Education Quality Committee (2001) confirms that the transformation process was further influenced and framed the new vision, mission and the strategic plan of the leadership and stakeholders guiding principles towards achieving the university goal that included excellence in teaching, learning and research.

In order to achieve the goal of becoming one of the top three universities in the country, the leadership of the university had to focus and concentrate on the vital functions of the university, amongst others, teaching, learning and research. (Progress at the UFS to combat racism and advance transformation, 2015).

2.2.12.2.1 Teaching and learning

One of the starting points was a change in the manner in which the UFS recruited and selected students and also a change in the type and quality of programmes offered at different faculties (Progress at the UFS to combat racism and advance transformation, 2015). Two important observations were made:

Firstly, the rapid expansion of enrolment had a negative impact on the quality of the academic offering. The institutional arrangements to ensure coherence and consistency in the organisation of the modularised programmes were compromised. Two programmes were often not structured around rules of combination and progression that indicated a purposeful organisation of

knowledge. There was also a proliferation of elective modules without specifying learning paths (Progress at the UFS to combat racism and advance transformation, 2015).

Two intervention strategies were put in place. Firstly, the development of a core undergraduate curriculum [UFS101] and the review of curriculum were put together. Focus was two-pronged, namely, streamlining the curriculum and aligning it with the Higher Education Qualifications Sub-Framework and measuring the curriculum against international and national disciplinary standards. A pilot study on a core curriculum yielded positive results and it became part of the obligatory undergraduate curriculum. The process of curriculum review on the other hand started with the notion that the focus on intellectual coherence and knowledge progression combined with throwing open the knowledge content in a process of bench-marking and peer review, helped the UFS's undergraduate curriculum. The interventions improved students' educational experience, success and graduation numbers (Progress at the UFS to combat racism and advance transformation, 2015).

Secondly, other helpful measures in addition to improve teaching and learning on the first year students' experience were the emphasis for student support initiatives in the lecture-halls, laboratories and tutorials. In addition, class attendance was non-negotiable and the extended curriculum was also a must for under-prepared students. Staff teaching methods were also looked into to improve the quality of teaching, communication skills and approaches to imparting knowledge (Progress at the UFS to combat racism and advance transformation, 2015).

Putting the cherry on top of the intervention strategies was the creation of the Centre for Teaching and Learning (CTL) so that the university could help improve teaching and learning that included the innovative use of technology, drawing on a theoretical model of teaching practice that moves along a continuum from traditional lectures to the flipped classroom in which students use technology to view recorded lectures outside of class time and during class spend time on enquiry-based learning (Progress at the UFS to combat racism and advance transformation, 2015).

CTL defined an educationally effective classroom as a place where students are actively engaged in the learning process and are motivated to learn. The UFS makes use of Blackboard as the learning management system that underpins the various e-learning initiatives (Looking back into the future: a transformation report of the UFS 2004-2014).

2.2.12.2.2 Research

According to (Progress at the UFS to combat racism and advance transformation, 2015), there are a number of research endeavours taking place at the UFS, for instance, there has been an increase of researchers (some NRF-rated researchers) and also an the research active academics that published articles in international scholarly accredited journals and who supervise research base post-graduates through to successful graduation (Progress at the UFS to combat racism and advance transformation, 2015).

The international visitors, academics and researchers from universities in South Africa, Africa and the world attending symposia and seminars have also contributed immensely to the research capacity at the UFS. This is an attraction of large numbers of PhD and post-doctoral students and this helps increase postgraduate enrolments and transform the demographics of the cohorts of doctoral students. In a sense, this also helps in replacing the aging academics by the young academics (Progress at the UFS to combat racism and advance transformation, 2015).

Social part of life has a unifying ingredient at the UFS. For instance, there is a difference of student life between the 1990's and the latter part of the 2000's at the UFS. There is a relaxed and go-happy type of life on campus. In recent years UFS portrayed a relaxed atmosphere and harmonious relations among students and staff albeit the serious pursuance of academic engagement in the lecture-halls, tutorials and laboratories (A transformation Report of the UFS, 2004-2014).

The policy of residential integration has been supported by purposeful activities focused on student leadership and careful attention to student feelings and needs as well as to all staff views and feelings. Direct intervention strategies have made a difference in student life in that student political participation has been normalised along a non-party lines. In 2009 the non-racialised SRC was elected and reflected the demographics of the country (Progress at the UFS to combat racism and advance transformation, 2015).

2.3 CONCLUSION

The golden thread connecting the education policy documents, research articles advocating change in the South African Higher Education sector, documents advocating transformation at the UFS and the Annual Reports to the Minister of Higher Education and Training at the UFS is broadly made of the following themes, Governance structures are representative of race and gender; and reflect the communities and constituencies in which the institution is established. Institutional culture as a feature in the mentioned themes includes language policy through which students and

staff can comfortably express themselves in their academic work. Student Equity as one of the corner stones of transformation on university campuses comprises, amongst other, of the throughputs and institutional climate to ensure retention through to students' graduation.

Staff Equity is a fair representation of the under-represented in Higher Education sector that is inclusive of staff development programmes. As integral part of staff equity, responsive curriculum plays a crucial role in well restructured academic offerings in response to broader changes in teaching and learning that includes societal needs and produce quality graduates, increase of research outputs and the formation of partnerships and collaborative agreements. In further clarification, Ameyaw, Turnhout, Arts & Wals (2017) are of the opinion that a responsive curriculum addresses the changing needs of students, bridging the gap between universal knowledge and theories on one hand and contextual, continuously changing realities of everyday life and the world of work, on the other hand.

Although there are still challenges in the higher education sector, a number of achievements have been realised. At the UFS, attempts have been made through the Integrated Transformation Plan 2017 to identify areas of transformation which the UFS needed to focus on, as well as the process going forward.

- i) A comprehensive agenda and policy framework for higher education as explicated in various documents is an on-going process that has been developed collaboratively by a representative team in the recently held workshop at the UFS. The framework noted that the key outcome of transformation is social justice (Integrated Transformation Plan, 2017).
- ii) There has been an increased and broadened participation within higher education to advance social equity and attempt to meet the economic and social developments, a crucial goal giving the legacy of disadvantaged of black and women South Africans, especially of working class and poor rural origins. Demographics at the UFS say it all. For instance, according to the (UFS Strategic Plan-2012-2016) the university has the largest proportion of black students of the historically Afrikaans universities; overall campuses 70% of the population is black.
- iii) Student enrolments have grown significantly, although much needs to be done, particularly in advancing funding for the needy and academically promising students. The Merging of the Higher education sector was an impetus to the broadened and participation at the UFS. Many black students enrolled at the Main Campus in Bloemfontein and sub-campuses in the region, namely, Qwaqwa campus and South campus (UFS-Strategic Plan 2012-2016).

- iv) Commendable progress has been made in terms of gender equity and is encouraging although much is still to be done in the South African Higher Education sector. However, at the UFS, sticky issues seem to have emerged in relation to gender equity. (Zwane, Ralesai, Mbhense, Hadebe, Walker and Loots, 2016) lament about the lower female enrolments at the UFS Qwaqwa campus compared to male enrolments since 2000 and the gap seems to be widening. Their key findings indicate that there is still female student discrimination in relation to leadership positions on campus and residences. There are also gender stereotypes against female students on Qwaqwa campus (Zwane, Ralesai, Mbhense, Hadebe, Walker and Loots, 2016).
- v) Democracy has brought an internationalisation of the student body and academic force. Much is still to be done and motivation and encouragement are needed in this respect. UFS has, however, made considerable progress in relation to the major indicators of academic success. A number of registered doctoral students increased by 26% from 2015 to 2016 (Integrated Transformation Plan, 2017).
- vi) In a number of areas of teaching and learning, institutions offer competitive academic programmes that produce high quality graduates with knowledge, competencies and skills to practice occupations and professions locally and anywhere in the world. In this respect, the UFS revised a number of modules, peer reviews, departmental reviews with a success rate of 86% (Integrated Transformation Plan, 2017).

Overall, parts of South African higher education displayed considerable strengths and much promise with respect to knowledge production and dissemination, contribution to social equity, economic and social development and democracy to the development needs of the Southern African region and the African continent. However, much more can be achieved provided that there is enough funding for the expansion of opportunities in higher education to inject new funds into both the National Student Aid Scheme (NASFS) and other educational projects that require large sums of funding.

A vast literature on the South African Higher Education in relation to education transformation was consulted. For example, the education policy documents, research articles advocating change in the South African higher education sector, research articles advocating transformation at the UFS and the UFS annual reports to the Minister of Higher Education and Training.

It is maintained that although transformation at the UFS appeared to be haphazard, a considerable progress was recorded. However, it is not clear on which theories of change this transformation is

based. For that reason, the study sought to reveal those theories of change that were at play in the transformation processes at the UFS.

Efforts towards the measurement of transformation at the South African Higher Education system are explored in the subsequent chapter.

CHAPTER 3 : MEASUREMENTS OF TRANSFORMATION IN THE SOUTH AFRICAN HIGHER EDUCATION SYSTEM

3.1 INTRODUCTION

As a popular concept, transformation is often overused and in many instances misunderstood in organisations and institutions in the twenty-first century. Corporate executives, government officials and leaders of various educational agencies are given mandates to transform organisations and institutions. They often respond by being reactionary and bringing incremental changes that are neither sustainable nor systematic although they know that transformation entails radical change in form, appearance or structure to achieve the organisational or institutional goals (Daszko and Sheinberg, 2005). Transformation implies a complete overhaul of the system and to start afresh. This might be the case in the South African educational context.

The advent of democracy in South Africa gave hope and promised a new beginning. Many government institutions had to change to accommodate and be representative of the entire population. This was particularly pertinent in the educational system in general and higher education in particular. Various research papers, educational engagements and daily educational discourse pointed to the educational transformation. The Constitution of the Republic of South Africa: An overview (2001), the Ministerial Committee on Transformation (2008) and the Education White Paper 3 (1997) are among the most popular documents of transformation that advocated new educational policies.

Despite the formulation of excellent educational policies, there seemed to have been reluctance or possibly lack of expertise to implement the policies, let alone to assess its effectiveness. It was thus not known whether any particular policy was good enough or not to achieve the set educational goals. The need to know about the extent of transformation achieved is crucial so that the much needed transformation can be implemented and measured. But also the neglect of these measurements to attempt to discern theory behind initiatives cannot be useful. In part, as response, two well-known transformation measurement instruments were developed, namely, Transformation Indicators by Cloete, Bunting and Bunting (2002) and Equity Index by Govinder, Zondo and Makgoba, (2013).

3.2 TRANSFORMATION INDICATORS (2002)

In his *Transformation in Higher Education; Global Pressures and local Responses*, Cloete, Bunting and Bunting (2002) demonstrated that in South Africa, the post-apartheid period started with the production of 'symbolic policy'. The main aim of this policy was to declare a break with the past, and to signal a new direction. This means that a break with the past demanded that the main items on the policy agenda had to reflect political priorities. As a consequence, the new policy issues with respect to higher education in the country in 1994 were centrally concerned with the need to create greater equity and deepen democracy in the sector. The beginning was what is supposed to be changed and how to measure it.

A number of empirically based reports on performance measurements of institutions and transformation indicators compiled, for example, *Transformation Indicators applied to South African Higher Institutions* by Cloete, Bunting and Bunting (2002), *Developing Performance Indicators for Higher Education: South African Case Study* by Bunting and Cloete (2004) and *Performance Indicators: South African Higher Education 2000-2008* by Bunting, Sheppard, Cloete and Belding (2010) all of which were derived from the White Paper (1997). The legislation proposed the increased and broadened participation of students that included, amongst other, increased student enrolment, particularly female and the composition of the student body that reflected the demographic reality of the South African society. The improvement on student throughput and outputs and also of black and women staff proportions in education institutions are part of the aims of legislation. The legislation further included responsiveness to social interest and needs that entailed application driven research, basic applied research and expanding institutional research base that included co-operation and partnerships in institutional governance's goals. Lastly, availability of funds for various purposes including programmes for institutional redress.

Although the performance indicators were the first of their kind in the South African Higher Education sector and were taken on high esteem they raised some concerns in their application and methodological challenges. Reference was made to the technical flaws in the indicators and use enforcing homogeneity on a system which, in national policy terms, was supposed to be moving towards institutional diversity. Furthermore, the indicators were solely quantitative with the exclusion of qualitative character and that any set of indicators should include time series data (Bunting & Cloete, 2004).

3.2.1 Methodological assumptions

Some of the methodological assumptions emanating from the performance indicators as indicated by Bunting & Cloete, (2004) were:

- i) A higher education was the sum of its constituent institutions, but properties did not ascribe to an individual institution and could be assigned to a higher education system.
- ii) The properties of higher education could change over time.
- iii) Indicators were means of referring to higher education properties, either at a specific moment in time or over time. A distinction had thus to be drawn between descriptive and performance indicators.
- iv) The difference between descriptive and performance indicators was that the former referred to properties which institutions happen to have and were relative to the institutional policy goals. The latter referred to properties which were the result of intentional actions and were expected to have national goals.

3.2.2 Challenges experienced from the methodological assumptions

By their own admission, Bunting & Cloete (2004) maintained that due to the methodological assumptions mentioned earlier, a model which held the main ingredients of higher education performance measurements was adopted. The main ingredients included the following:

- Sets of government-determined goals for the Higher Education system.
- Sets of Properties derived from the goals for higher education.
- Sets of Indicators that could be used to refer to these properties.

No attempt was made to link the main ingredients of a systemic performance measurement system; instead goals were derived directly from the government-determined goals of HE system through the Education White Paper (1997). Bunting & Cloete (2004) further maintained that it was not evident which systemic properties were linked to which goals and which indicators would provide the most appropriate measures of those properties. In view of the above, some concerns were as follows:

- i) There were two goals concerning the establishment of the National Research Plan that seemed difficult to convert into indicators and could therefore not be achievable, that is goal six (The environment must be created in which private institutions can play) and goal

eleven (The development of basic and applied research must take place within the framework of a natural research plan).

- ii) Goal 3 indicated that the higher education system should meet the needs of a modern system of economy. That unfortunately also seemed not to be converted to an achievable goal because it could not be converted to an indicator.
- iii) Goal 18's properties were that government funding of the higher education system would stabilise over time. A range of indicators could be selected but that gave signals that were inconsistent, which suggested that the system had and did not have the required properties.
- iv) It was difficult to make a reasonable assessment without targets or possibly benchmarking as indicated in the transformation indicators.
- v) It was not known how far or close it was to achieve the transformation goals set by the Education White Paper (1997).
- vi) There were no comparisons between the internal or international goals. It was further not known whether change was due to government policy, institutional initiative or social pressure.

Although there seemed to be some flaws in the setting and assessment of the transformation indicators, it was the beginning of the realisation that achievable goals should be set and realised in the higher education system of South Africa (Bunting & Cloete (2004). However, that posed a motivation to other researchers to produce more quantifiable way of measuring transformation in the South African higher education Sector, namely, the Mathematical Equity Index.

An attempt by Bunting & Cloete (2004) to device an instrument to measure transformation in Higher Education does not seem to do what it purports to do. There is no evidence to indicate on which theory the Transformation Indicators is based. The instrument could have, perhaps boosted its quality had it been based on a deeper driving force such as theory.

3.3 THE EQUITY INDEX (2013)

The Transformation Oversight Committee invited the researchers of the University of Kwa-Zulu-Natal to present their study on the utilisation of the equity index to monitor, guide and drive transformation in South African universities.

In advancing reasons for the construction of the Equity Index, Govinder, Zondo, and Makgoba (2013) mentioned that the Education White Paper 3 (1997) spelt out 12 goals, six of which dealt

directly with the issue of student and staff equities in higher education transformation. A new institutional landscape was thus proposed in which the education system was consistent with the vision, values and principles of a non-racial, non-sexist and democratic society. Education system is to be responsive and should contribute to the human resource and knowledge needs of South Africa. The same sentiments were shared by the past Minister of Education (Asmal, 2001).

3.3.1 Methodology

The mathematical formula used for the study relied on the concepts of the distance between two points represented by each of the 23 universities' demographics and the national demographics. The result of the formula was the distance left to reach transformation in a non-racial, non-sexist and democratic society. The student enrolments used in the equity index were included in an analysis of race and gender demographics against national figures (Govinder, Zondo & Makgoba 2013) as indicated hereunder.

3.3.2 Results

The study yielded interesting results and projections, some of which were expected and others not. The most important ones, amongst others, were the following:

As expected the previously advantaged institutions were not transformed in relation to equity index as required in the democratic society. These institutions, however, scored high as knowledge producers.

It was also found that Universities of technology and several previously disadvantaged institutions produced little research but have good equity profiles.

The researchers created the Equity Index to measure the distance between organisational and the national demographics, and the time frame which it would take each institution to attain transformation.

The Central University of Technology was ranked as having the most transformed student body with a 10.2 equity index. The University of Johannesburg, Tswane University Technology and Durban University of Technology also fared well in their equity.bv

University of Stellenbosch came last with an equity index of 93.1. Universities of Cape Town, Western Cape, Rhodes and Pretoria scored equally low on equity index.

No South African university had reached the ideal overall equity index of zero or fell within a 5% tolerance of the national demographics data.

Tshwane University of Technology, University of Cape Town and Stellenbosch University had gender equity indices of 6.0, while North West University was the worst at 20.4- a figure that was still better than the performance on the racial index.

Overall, the results indicated that there was still substantial work that needed to be done regarding transformation in the higher education sector.

3.3.3 Shortcomings of Equity Index (EI)

Although an outcry ensued Macfarlane (in Mail & Guardian 14 February 2014) on the development of the Equity Index in South African universities, the index stimulated debates. The main objection to the Equity Index was the risk of reductionist monitoring of numbers could very well undermine rather than encourage the process of transformation. The formulation of the Equity Index drew the attention of the higher educational sector about the educational challenges in the South African context and also contributed immensely to the awareness campaign of the yet unaccomplished and elusive educational transformation which came back in later years to haunt the sector (Govinder, Zondo & Makgoba 2013).

The aim of the index was to determine the extent of the deviation from a benchmark demographic profile of staff and students at the 23 Higher Education institutions in South Africa in 2011 by ranking the institutions on various components and also to compute equity-weighted research index which adjusted research output for equity. It was found that statistical errors were committed. That meant that measuring transformation, data on higher education institutions and benchmarking were faultily used and thus misinterpretation of the results of the Equity Index as mentioned by Dunne (2013), Cloete, *et al*, (2014) and Moultrie & Dorrington (2014) hereunder.

3.3.3.1 Statistical errors

In the analysis of the mathematical structure of the Equity Index, Govinder, *et al* (2013) concluded that the formula of the mathematical structure of the index used was not applicable to the setting described, and that was logically incorrect for the intended purpose and was therefore morally dubious. That, according to them, was the misuse of the Equity Index in the construction of the equity-weighted research output. Furthermore, Govinder, *et al* (2013) did not standardise the size of the institution in their measure and that the metric used was thus difficult to interpret and did not 'weight' for Equity Index (Dunne, 2013; Moultrie & Dorrington (2014).

3.3.3.2 Measuring Equity Index

The data used in the construction of Equity Index to track transformation was not properly presented according to the requirements of the South African labour legislation. The Employment Equity Act, no.55 (1998) had adopted a strict definition of who counts as a member of a designated group. These non-South Africans (students and staff) who might otherwise have been regarded as a 'designated group' were expressly excluded as well as the foreign-born South Africans who obtained South African citizenship through naturalisation.

The results yielded from the analysis of research output per capita would therefore invalidate the research output restricted to the South African born staff and students (Dunne, 2013; Moultrie & Dorrington, 2014). That meant, therefore that HE's would increasingly employ staff from the designated group and therefore constitute an increasing proportion of staff and improve the equity profile (Dunne, 2013).

3.3.3.3 Data on higher education institutions

The data presented by Govinder, *et al* (2013) indicated that not all universities in South Africa had completed the transformation process (Morris, 2014). This might have been true based on the national demographic statistics. For instance, on comparative basis the South African general education system has never been competitive among the races in the country and also to other countries (Morris, 2014). For that reason, the demographics are also skewed. Furthermore, the admission requirements of the technological and academic universities were not the same. For instance, the entrance requirements for the technological universities was between an AP score at

22-26, and a selection test (General Admission Requirements, 2014); whereas at the academic universities admission requirements, for example at the UFS: National Senior Certificate, 4 Subjects with achievement level of 3 (40%-49%), UFS-Admission Point (AP): minimum 20, Language instruction (English) Minimum achievement level 3 (40%). (Collegelist.CO.ZA, 2018).

Govinder, *et al* (2013) maintains that the national data were preferred benchmark because ‘all South Africans’ were classified as national assets (All the inhabitants of SA are owned and regarded as the country’s property to advance the interests of the country). According to Morris (2014) this was a rigid approach that was challenged in the court of law and was found wanting. Probably, National and regional demographics were taken into account in respect of designated groups when setting national targets. However, regional targets seemed to be far more important because students preferred universities closer to home for financial reasons. That was probably why the four Western Cape universities fell in the ‘worse’ demographic data.

An important omission in Equity Index was the relationship between transformation and research output. The cluster of “previously advantaged” universities based their hiring and promotion standards on high levels of research production, while the cluster of technical universities in the opposite quadrant of the graph focused more on teaching when hiring and promoting staff (Morris, 2014).

The demographic transformation of academic staff was much slower than the transformation of the student body. The disparity was not emphasised but a comparison of the average EI for student admissions with that of academic staff showed how far apart they were. A correlation of the two data sets produced *r-value* of 0.562 showing that the demography of academic staff was broadly similar to the student’s intake in each institution (Morris, 2014).

The findings were important because the demographics of students had transformed at all universities and also that of academic staff even though they did not match the national demographic ratios (Morris, 2014).

Furthermore in the index, for which the staff population group was ‘unclassified’ was not documented. For instance, approximately 125 of Instructional Research Professional (academic) staff at the University of KwaZulu-Natal did not have their population group recorded in 2011 and that also happened at the University of Cape Town in 2007 (Moultrie and Dorrington, 2014). This meant that those groups were either ignored or the percentage in the classified groups increased to a sum of 100%. These two groups, designated and classified were not satisfactorily explained (Moultrie and Dorrington, 2014).

3.3.3.4 Benchmarking used

In benchmarking their population, the researchers used the academic staff between ages of 24-65 and were selected from the 2011 census. However, it seemed that the researchers confused the census questions relating to citizenship and population group. That implied that the 0.6% of people in the census who coded as population group “Other” were not South African citizens. The census data suggested that around 4.6% of the population were foreign nationals, with a further 2.3% not being classified in terms of population group/citizenship. In terms of the Employment Equity Act, that would thus mean an underestimate of the proportion deemed ‘not designated’ (Moultrie and Dorrington, 2014).

3.3.4 Equity Index researchers’ responses to criticism

Govinder, et al (2013) responses made the general public, education and transformation researchers aware of the possibility of the measuring transformation in the Higher Education sector. The responses were mainly in three areas, *viz.* context and data, distance formula and direct responses from the critics. In their introduction, the Equity Index researchers indicated how the statements from the critics misread, misinterpreted or viewed their Equity Index in the narrow sense. They went on to mention that their approach was transparent and provided a snapshot of the higher education sector in an objective manner (Moultrie and Dorrington, 2014).

Govinder, et al (2013) claimed to have first used the most recent census sourced from official documentation released by Statistics South Africa. Census (2011) and also used the current official demographic statistics. They went on to mention that they noted that the results would change significantly only for a few institutions when the regional demographics were used as opposed to the national demographics. However, the findings and conclusions for the sector remained the same. The second data was obtained from the Higher Education Management Information System provided by the DHET compiled by the institutions in relation to race and gender. Finally, the research output of each institution was determined by the DHET based on the audited submissions by the institutions (Moultrie and Dorrington, 2014).

The inclusion and exclusion of foreigners had not yet been settled. However, in its initial stage the study included the foreigners but they were later withdrawn from the study and benchmarks were modified (Moultrie and Dorrington, 2014).

Concerned with moving closer or further away from a particular point, the distance formula was therefore a natural choice of determining the distance between two points and would be calculated easier in metric. The choice was against the racial and gender demographics which were reported in percentages when moving towards or away a particular benchmark.

Govinder, *et al* (2013) attempted to answer concerns and to explain ‘flaws’ as indicated by Cloete, *et al.* (2014), *e.g.* they contended that

“We have quoted Cloete in full so as not to distort, misrepresent or take out of context any statements in his Commentary; First, Cloete is generally correct in his interpretation of our work in this part of Commentary. Cloete then devoted most of his Commentary on his experiences in the National Commission on Higher Education, the nature of debates therein and the many uncomfortable issues they confronted but never resolved nor settled. They are important and give an interesting context to our study.”

For instance, one example, amongst others, of the Comments made by Govinder, *et al.* (2013) was that their study *“implied their promotion of high equity, yet also regarded the existence of dysfunctional institutions as given in their proposed model for South African university system.”*

In their response, Govinder, *et al* (2013) maintained that...

“The South African dilemma is that some of the institutions with good equity are poor knowledge producers, and vice versa. In this study, a group of 8-11 universities with good EIs but with very low total weighted research productivity outputs is discernible (a similar number have good EIs but low per capita research output)”.

The comments mentioned above and other unquoted comments created a lot of controversy around the measurements of transformation initiatives. In addition, the deeper drivers such as theory that can anchor transformation measurements in higher education are not mentioned anywhere in the Equity Index.

3.3.5 Controversy over the measurements of transformation initiatives

The measurements of the Transformation Indicators (2004) and Equity Index (2013) in the Higher Education sector sparked substantive debates over the legitimacy of their formulation, government involvement in policy implementation and the interpretation of data. Bunting & Cloete (2004) admitted that their measurement was derived directly from the White Paper (1997) which gave direction to how the educational policy issues should be prepared and implemented (through co-

operative governance in which the government took a lion's share in the formulation). The motivation for the Equity Index (2013) was also enshrined in the South African Constitution, the 1997 Education White Paper (1997) and Employment Equity Legislation and appeared in the presentation to the portfolio committee on higher education (Parliamentary Monitoring Group, 2013).

Considering the political background of South Africa, the government formulated and implemented policies, including the education policies. The involvement of government was further confirmed by the appointment of Makgoba of the Equity Index (2013) in the Transformation Oversight Committee to be part of the monitoring team of the educational transformation in the Higher Education Sector. Although that could be unintentional, one can interpret that approach as "governmentality". The concept was formulated by Foucault (Sokhi-Bulley, 2014) and meant the governments' efforts to direct actions without explicit force for actions to serve government but having the effect of serving government's aims (du Toit, 2014).

Like any other step in the scientific enquiry, interpretation of data in scientific endeavour is equally important. However, numbers taken on their own can hide institutions' inability to interrogate transformation itself (Jansen, 2005, Lange, 2014). Mathematical formula was used in the analysis of the Equity Index. The measure of scientific objectivity as displayed in statistic is usually touted as desirable as the mathematical formula. However, in his blasting comments on the report of the Ministerial Task Team at one of the South African universities, Cloete (2008) employed statistics in the analysis but with the Equity Index (2013), he seemed to be suspicious and non-approval about the usage of the Mathematical Formula. It is thus argued that double standards seemed to have been at play in this regard.

A Critical Race Theory reading (Stoval, 2006; Ladson-Billings & Tate, 1995) leads one to suspect a higher level of tolerance for Bunting & Cloete (2004) than for Govinder, *et al* (2013), for white rather than black scholars' views. It might thus be concluded that there was a relative absence of critique to Transformation Index and uproar about Equity Index.

Despite the vast differences of the protagonists in measuring transformation in the Higher Education sector, the two can still complement each other.

Govinder, *et al* (2013) maintain that they are particularly impressed that the Transformation Index (2004) researchers take the issue of transformation in South Africa and quality high-level knowledge production of higher education institutions very seriously and that they laud their commitment to the cause of change. This is an invitation for co-operation in resolving the debacle

around transformation initiatives in higher education. In exchange, Cloete returned the academic pleasantries by indicating that the Equity Index received enthusiastic political endorsement. According to Macfarlane (in Mail & Guardian 14 February 2014) the reciprocal kind statements were short-lived because Cloete changed his tone on his mentioning of the fundamental flaw of the Equity Index's assumption that the university should be a mirror of national demographics, 2014.

Again, the differences and perceived silence in the Transformation Index (2004) and Equity Index (2013) inspired other researchers to make some valuable contributions in the formulation of other approaches to measure transformation in the Higher Education sector. No wonder that the invitation was warmly accepted by Keet and Swartz (2015). Although their contribution is not widely disseminated, it has the potential to positively contribute to the measuring of transformation of the higher education sector.

Due to the lack of adequate explanation of certain coverage and processes in the Transformation Indicators (2004) and Equity Index (2013), Keet and Swartz (2015) formulated the Transformation Barometer which is the third measurement of transformation that will be discussed hereunder.

3.4 A TRANSFORMATION BAROMETER FOR SOUTH AFRICAN HIGHER EDUCATION (2015)

Although originating from the Education White Paper 3 (1997), the Transformation Barometer differed somewhat because it was the brain-child of the Universities South Africa, formerly known as Higher Education South Africa. HESA was the representative organization for South African public universities, that aimed at promoting a more inclusive, responsive and equitable national system of education (Universities South Africa/USAf, 2017). The establishment and mandate given to the Transformation Strategy Group of USAf in collaboration with the Transformation Managers' Forum was, amongst other, to address the transformation issues such as equity, democracy, efficiency and responsiveness in the public universities.

The implementation of a number of transformation-related initiatives including the development of a transformation barometer, which in essence was an instrument that public higher education institutions could use to plot and gauge their transformation trajectory, were initiated (RSA-HESA-Presentation to the portfolio committee on HET, 2014).

As their point of departure, the researchers, Keet and Swartz (2015) gave a general nuanced overview of the state of affairs regarding Higher Education in South Africa. They mentioned the

merging of the fragmented and structurally racialised system of 36 public universities to 26 public universities, namely, traditional, comprehensive and universities of technology and 95 private higher education institutions in 2015. According to Keet and Swartz (2015), 990 000 students were enrolled in the public higher education sector and 120 00 in private institutions in the sector according to the 2013 statistics (Keet and Swartz, 2015).

Although the merging of the institutions was successfully completed, some challenges emerged in different forms of transformation across the institutional landscape. For instance, there were some calls to Africanise universities and decolonize knowledge (Makgoba and Seepe, 2004; Mamdani, 2011; Letsekha, 2013). There were also some calls to reform curricula equality (Jansen and Taylor, 2003; CHE, 2013). Others wanted success to access by improving facilities and support systems across university structures and the responsiveness of the universities to the needs of the society (Lee, 2013).

In mentioning the transformation challenges in the South African Higher Education (Keet and Swartz, 2015) pointed out, amongst other, the problem in leadership and governance in the Historically Disadvantaged Universities (HDI's) which undermine the normal functioning of the institutions. These challenges were inherited during the colonial-apartheid past and have not significantly shifted because the system was reproducing and is producing the racialised participation rates.

Challenges of leadership, governance and the divisions along departmental hierarchy, schools as well as schools of thought are pervasive in all South African universities. Even at this present day, the systematic challenges inherited in colonial-apartheid past have not significantly shifted because the system still reproduces much of the racialised participation rates of the past. It is further mentioned that half of the 18% of the country's 18-24 year olds entering the system graduate fared the worst (Keet and Swartz, 2015).

3.4.1 Summary by Keet and Swartz (2015)

Keet and Swartz's (2015) as seasoned academics and astute researchers have given a detailed description of the Transformation Barometer. Although the approach helps the reader and the aspirant researcher to follow logically the steps in their instrument, it is far beyond this study. For that reason, a synopsis of the Transformation Barometer is given.

In consulting a vast South African and global Higher Education literature on transformation including research and policy documents, Keet and Swartz's (2015) demonstrated their understanding of Higher Education and acknowledged the leading scholars on the continent and elsewhere in the world. Their grounding and taking note of the recent education developments in policy and practice are indicative of their scholarly prowess as illustrated in their Transformation-Key conceptual frames.

3.4.1.1 Transformation-Key conceptual frames

Unlike their predecessors, namely, Bunting and Cloete (2004) and Govinder, *et al.* (2013), Keet and Swartz (2015) gave an explicit account of relevant and encompassing concepts in describing the transformation process. In the event of giving description, they formulated the groundbreaking conceptual frames. For instance, they mentioned globalisations, institutional inequities, equity and redress, knowledge and its disciplines, differences, transformation and the idea of the university and research, teaching and learning. In order to demonstrate Keet and Swartz's (2015) research skills, a comparison of their key conceptual frames is made in relation to concepts used in White Paper 3 (1997), Transformation Indicators of Bunting & Cloete (2004) and Equity Index of Govinder, *et al.* (2013).

In this instance, the meaning of globalisation is the interconnectedness and similarity of every sphere of life that include economic, cultural, political and social spheres in the world context (Vincent-Lancrin and Karkkainen, 2009). By virtue of their nature and function, higher education institutions have a cross-border relations and therefore, continuous global flows from people, information, technological knowledge, products and the financial know-how (Keet and Swartz's, 2015). Closer concepts to globalisation used in White Paper 3 (1997) are the increased and broader participation, responsiveness to societal needs and the co-operation and partnerships in governance in the South African context. Transformation Indicators by Bunting and Cloete (2004) does not bring about any fresh ideas since it is directly derived from White Paper 3 (1997). However, it singled out the increase enrolment of female students as a necessity in the South African Higher education sector. No new ideas are forthcoming from Transformation Indicators in relation to globalisation. Mention is, however, made about a new institutional landscape in South African Higher Education sector in which vision, values and principles of a non-racial, non-sexist and democratic society are valued.

One of the major stumbling blocks to the development of Higher Education Institutions in South Africa has always been lack of adequate funding. This, according to (Keet and Swartz's, 2015) resulted in Institutional Inequities. Furthermore, according to (Keet and Swartz's, 2015) many HBI's are still faced with formidable challenges stemming from long legacies of chronic under funding in infrastructure, staff and student services. Despite policy interventions by government since 1994, some institutional inequities are not easily solved because the HBI's are located in small, rural or peri-urban towns, primarily serving students from poor communities and relatively disarticulated from the urban corporate support networks enjoyed by their urban counterparts Habib (in City Press 7 February 2016: 5). Furthermore, according to Habib (in City Press 7 February 2016: 5) the institutional inequalities had a far-reaching impact on the HBI's. Firstly, they could not attract and retain quality staff and students. Secondly, they could not be integrated into a supportive local and regional economic system. It was, therefore, difficult to realise the mandates of research, teaching and engagement roles in wider society (Harrison & Turok, 2017).

Descriptive Concepts used in White Paper 3 (1997), Transformation Indicators of Bunting and Cloete (2004) and Equity Index of Govinder, et al. (2013) stem from the local situation. For example, they mentioned the increased and broadened participation (White Paper 3, 1997). The composition of the student body should reflect demographic reality is mentioned in (Transformation Indicators, 2004) and (Equity Index, 2013) further proposed that a new institutional landscape in which the education system was consistent with the vision, values and principles of a non-racial, non-sexist and democratic society. There is nothing new in the above proposals.

Equity and redress as a remedy to the ailing Higher Education system seems to have received an equal attention to all three measurements of transformation. A White Paper 3 (1997) was of the opinion that a single co-ordinated system of education should be introduced. The main focus was on the establishment of new programmes, developing new capacities, reshaping the institutional landscape and promoting individual and institutional redress and equity goals. Transformation Indicators (2004) also proposed the central tenets of the legislation as mentioned in White Paper 3 (1997). Equity Index (2013) proposed a new institutional landscape system consistent with the vision, values and principles of a non-racial, non-sexist and democratic society. All the proposals stem from the legislation. Transformation Barometer (2015) added a new perspective, and that is, a need to look into staff demographic profiles, student enrolments by race across major disciplinary fields and racially skewed academic achievement of students. Focus on teaching and learning was also mentioned as essential and to be urgently attended to.

Equity and redress received attention due to an on-going challenge in some South African universities. Habib (2016) maintained that universities of Stellenbosch and North-West have discreetly violated this principle. The former still has 68% white student enrolment while the latter has established a federal university comprising distinct campuses of racialised cultural groups in Potchefstroom which is predominately white or Afrikaner, Mafikeng and Vaal are predominately black. This is further illustrated in the staff demographics profile since 1994. Little can be shown for the efforts of the past and present higher education leadership to develop or grow their young black academics of both genders and the physically challenged persons (Habib, 2016).

Although there was a significant increase of black students in the higher education system in general, an analysis of the distribution of student enrolments by race across major disciplinary fields shows some limitations. The expansion access needed to be considered in order to bring about greater equity in the South African Higher Education system. Habib (2016), for example, indicated that black students still constitute the minority of the enrolments in Science, Engineering and Technology; and Business and Commerce. This raises the issue of equitable opportunities among different race groups (Jansen, 2012). The concept denotes opportunities that are both equally and fairly distributed or accessible to students regardless of their race, ethnicity, class and social status in the community (Burbules, Lord and Sherman (1982).

The effects of inequitable opportunities in South African Higher Education context are numerous and complex. The few selected ones seem to top the list, namely, academic failure leading to drop-out and the undermining of social cohesion. Access and participation rates have somewhat increased since 1994. However, a significant number of black students who finished school were unable to continue with their education at universities, chiefly because of poor performance (Maringe and Osman, 2016). It is understandable to mention that the impact of inequality on the distribution of educational opportunities may have deepened so much that it affects social cohesion (Bedasso, 2015).

Soudien Report (2008) on *Knowledge and its disciplines* in the universities is clear about the need to reform the education system in South Africa. It was necessary to rivet the attention to the curriculum because the system of apartheid used it as a tool to exclude a large section of the population. Even when the question of curriculum was raised, it was narrowly defined in relation to skills and competencies required by graduates. It is not surprising that Fanon (1963), Freire in Ramos (2000) and Ndlovu-Gatsheni (2013) argued that the worst form of colonisation on the continent is the epistemological bondage that is hidden in institutions and the discourse that

governed the globe. Keet and Swartz (2015) also argued that the lack of interpretive resources to develop knowledge and understanding of blacks is structurally-anchored within the disciplines. The epistemic injustice features in research, teaching and learning and community engagement practices in the universities.

Concepts mentioned in the White Paper 3 (1997), in relation to Knowledge and its disciplines are, for example, the establishment of the new programmes, developing new capacities, reshaping the institutional landscape. Transformation Indicator's (2004) relevant concepts are the improvement on student throughput and outputs, improvement of blacks and women staff proportions in education institutions, responsiveness to social interests and educational needs. The Equity Index's (2013) concepts related to knowledge and its disciplines are: A new institutional landscape consistent with the vision, values and principles of a non-racial, non-sexist and democratic society. The three documents do not offer anything new in this regard,

Three aspects that are interconnected in education system, particularly in the South African context are *Differentiation, transformation and the idea of the university*. Differentiation in educational context denotes the process by which new entities such as diversity emerge in a system (MacGregor, 2008). Transformation in this regard, according to Craig (2010), would include, amongst other, promoting equity of access and fair chances of success to all, meeting through well-planned and coordinated teaching, learning and research programmes. This also included supporting a democratic ethos and culture of human rights and contributing to the advancement of all forms of knowledge and scholarship, and in particular addressing the diverse problems and demands of the local, national, southern African contexts and upholding rigorous standards of academic quality (Craig, 2010).

According to Keet and Swartz (2015) during the apartheid regime, policy and funding were not clear about supporting differentiation. This was noticeable in the institutional landscape reform introduced by the government from 2005 with the creation of universities, comprehensive universities and universities of technology in which differentiated funding and policy support requirements could not be justifiably coded. However, despite their "differences", they all embraced three core mandates of teaching, learning and research. It is easy to see that Keet and Swartz (2015) have a suggestion of what a university should accomplish in the divided country such as South Africa. However, credit can also be given to The White Paper 3 (1997) because as innovator it introduced the concepts *differentiation, transformation and the idea of the university* in the context of Higher Education.

Although Transformation Indicators (2004) and the Equity Index (2013) seem to have played a lesser significant role in HE, they contributed immensely in HE sector as a springboard for further discussions in the measurements of transformation. Whereas Transformation Barometer (2015) sets the pace in how transformation in Higher Education can be properly applied.

In the sub-heading “*Institutional Culture-Six Economies and the Social Structure of the Academy*” quoting Peterson and Spencer (1991), Keet and Swartz (2015) maintain that institutional cultures include academic and administrative within universities refer to deeply embedded patterns of organisational behaviour and the shared values, assumptions, beliefs, or ideologies that members have about their organisation or its work. The six economies referred to are: *management-administrative, material, socio-cultural, affective, intellectual and political*. This six economies thesis is of great significance on how HE is viewed and understood; and unfolded. Many benefits harvested from the HE that has adequately included the six economies can positively influence the quality of life. Social, cultural, economics and ecosystem challenges can be squarely met by a well-rounded Higher Education system. Because of their large and long-term impact, HE institutions can shape the modern society through their educational offerings on a higher level.

The interplay between *management-administration academies* are crucial in the change process in that the need to institutional culture change starts when management is aware of system inefficiency or dissatisfaction from the current situation within or outside the institution and focus on correcting the concern. Administrative economies play a major role in providing and distributing operational tools such authority and control, access to systems, codes and the application of rules in order to manage or change the rules.

Material economies mentioned by Keet and Swartz (2015) are privileges and financial benefits to establish and entrench power-positions of the occupants in the HEI’s. The means of holding to influential positions nationally and internationally are by means of access to research and network of such like-minded, exclusion of blacks and those who do not fit in the dominant culture with different identities.

According to Keet and Swartz (2015), *Socio-cultural economies* include beliefs, customs and behaviours that affirm the current state of affairs in the HEI’s. Introducing or adding different socio-cultural economies can result in transformation tension. Keet and Swartz (2015) are of the opinion that, one of the major weaknesses of higher education transformation studies in South Africa and elsewhere is that it has bequeathed the country with racist, sexist, discriminatory, preservationist, brutal and false conceptions of ‘excellence’ and ‘quality’.

Affective economies are connected with emotions. By way of example, a fictitious narrative is presented in which anger, fear; despair and anxiety can negatively affect the institutional cultures if a white person can be replaced by a person of other culture. Can this be factually true?

Intellectual economies otherwise known as intellectual property in business circles refer to creations of the mind, for example, inventions, literary and artistic works and symbols, names, and images used in commerce. According to Keet and Swartz, (2015) intellectual economies safeguard the movement and pre-determined transfer of scholarly authority and credentials. The recognition of these economies can be done by acknowledgement of the innovators or institutions.

Political economies according to Keet and Swartz (2015) refer to the circulation of political beliefs and the social relations of which power relations are a component, namely, the ability to control other people, processes and other events related to power. Power relations are further explained as mutually inclusive and constitute the production, distribution and consumption of resources. In HE sector, resources and the control thereof, include material, academic, opportunity and intellectual processes as well as the distribution.

The social structure of the academy is one of the key concepts describing universities. Its' main features are, firstly, a system of rules and practices that influence activities in the community. Secondly, the social structure consists of rules, institutions and practices that are embodied in actions, thoughts, beliefs and human beings. Thirdly, participants in the academy are assigned roles and powers to groups and individuals.

Research, teaching and learning are the core concerns of university transformation. It is, however, contended that many academics do not have tools to respond to the multiple and dynamic learning needs of diverse student populations. The reason is that some pedagogical approaches were particularly developed during past decades and under different social and educational conditions. Although the South African research is based on quantity and quality, thematic areas of research seldom include careful in-depth studies on the key social justice related questions of our recent times, for instance, race, racism, diversity, ethnicity, inclusion, *etc.* What seems to be prevalent in the Higher Education sector is epistemic injustice. Ho (2014) states that epistemic injustice occurs in three interrelated types of scenarios, firstly, epistemic injustice can happen in the form of unequal distribution of hermeneutical resources such as conceptual understanding and articulative ability that would be necessary to achieve or contribute to knowledge creation. Secondly, epistemic injustice can occur when certain people's capacity as knower or collaborative learners is unfairly dismissed. Thirdly, epistemic injustice can happen when there is inter-method hierarchy

and certain methods of inquiry or research are summarily or uncritically dismissed while others are categorically presumed to be superior.

3.4.1.2 Transformation: A broad concept for development

Quite expected, transformation in the South African Higher Education context is regarded as having many meanings to many people, pending on the circumstances they find themselves. For instance, Bunting and Cloete (2004) conducted a survey across universities that produced six transformation indicators and categories in order of weight, namely, institutional culture, curriculum and research, teaching and learning, equity and redress, diversity and social inclusion; and community engagement. For that reason the foremost aim of the Draft Social Inclusion Policy Framework of the DHET (2015) was to deal with the transformation indicators and categories. That was done by way of addressing the deep historical inequalities, healing the divisions of the past through intervention policies and programmes.

Issues of race, gender, class age, disability, HIV and Aids as well as geographical inequalities would be addressed through deliberate policies and programmes that would focus on equality, anti-racism, social cohesion and human rights in the post-school education and training sector. Based on the above, a broad meaning emerged around transformation and was attached to the operational concepts (Bunting and Cloete 2004) above. It thus meant that themes, mandates and roles of universities provide sufficient bases for the development of self-discovery, definitional framework of higher educational transformation borne from the accumulated experiences of debates, struggles and experiments aimed at the transformation of higher education in South Africa for over 20 years.

In constructing a meaningful framework that would result in inclusivity, equality, nature and the role of the university in a wider society, Keet and Swartz (2015) present an organising scheme of 3 themes encompassing a range of transformation thrusts as envisioned by White Paper 3. It thus makes a powerful snapshot without been simplistic as there still are lots of details to ponder.

- a) The *mandates of universities* (research, teaching and learning, community engagements).
- b) *Principles* of transformation (equity and redress, democratisation, development, quality, effectiveness and efficiency, academic freedom, institutional autonomy and public accountability).

- c) *Transformation Themes* (institutional culture, social cohesion and social inclusion; community engagement).

In further elucidating the overarching scheme of themes, (Keet & Swartz, 2015), give the positions and roles of mandates, principles and themes in higher education context. Overall, the higher education sector should be able to, amongst other, produce quality graduates, undertake rigorous research endeavours and in wider contexts and societal conditions, promote democratic citizenry and intellectual engagements.

In order to translate the above idea into action, it was deemed necessary to formulate a definitional framework of transformation underpinned by mission, purpose, mandates, transformation principles and themes.

3.4.1.3 Definitional framework of transformation as proposed by Keet & Swartz (2015)

The proposed transformation framework for education transformation should indicate the social structure of the academy that is reflective of inclusivity in administration, governance and management processes. Institutional culture of universities and patterns of equity and redress should be incongruent with mission, purpose, mandates, transformation principles and themes.

In order to assure equity of access, universities must take into account the background of the applicants for admission. Students from designated groups and previously disadvantaged on the grounds of population group, gender or disability were to be considered for admission. Efforts should be made to give academic support for successful progression.

Africanisation in relation to curriculum, research, language and aesthetic African would mean in one sense, the blending of western and African systems of education in terms of curriculum, research and/or language and aesthetic. In another sense, perhaps to the extreme, decolonising education would imply exclusively African approach. The complexity of the concept and application has invited many ideas around the issue (Etieyibo, 2015).

As one of the pillars of argument in this section, the blending of the western and African curriculum was vital. Tandlich, Ngqwala, Boshoff, Madikizel, Srinivas , Pyle and Oosthuizen (2018) sought to provide an overview of the challenges that South African higher education faces in the achievement of the developmental goals of the country. The focus in their paper was a case study in WASH (water, sanitation and hygiene) to improve context-specific responses that train pharmacists on knowledge and skills related to water, sanitation and hygiene in the country. They contended that factors influencing the WASH situation in South Africa included access to

improved drinking water and improved sanitation facilities. As pharmacists are part of the health worker force in South Africa, they suggested that the Bachelor of Pharmacy curriculum must include coverage of Wash and its relation to disease spread in the country.

Rearrangement of fair power-relations within the organisation of knowledge, its disciplines and the nurturing of professional identities and authority should be embedded in higher education.

Although organisational knowledge creation theory developed from workplace, its impact could be developed in academia. The originators of this idea (Nonaka, von Krogh and Voelpel, 2006), maintain that what individuals come to know in their work life benefits their colleagues and eventually the larger organisation.

The advancement of critical and post-conflict pedagogies (Jansen, 2009) and an understanding of the constitutive links between pedagogy, research and institutional culture have a role to play in the framework of transformation.

The promotion of equitable and equalising relationships among the following: higher education and the state, private sector, interest groups, pressure formations and broader society can play a meaningful role in transforming academia.

Unlike the one-dimensional aspect of Equity Index Report of Govinder, Zondo and Makgoba (2013), that later proved to be unpopular assessment of academic staff, staff equity and correlation with research productivity, the multifaceted assertion made by Keet and Swartz (2015) seems to be relevant in context. Keet and Swartz (2015) further argued that racial staff equity was indispensable for transformation and as such should be linked to other dimensions of the system, for example, gender, disability, class and the structures through which relations are mediated. That would include curricula, epistemological frameworks, teaching, research and engagement, student access and success, governance and management, ethics of leadership and the wider role of the university in society.

In refusing to accept the one-dimensional aspect of transformation, Keet and Swartz (2015) recognise the interconnectivity and simultaneity of race, class, gender, disability and other markers of social difference. The Transformation Barometer instrument hoped to provide a heuristic and critical framework to recognise the multi-dimensionality, interconnectivity and relational nature of that which is sought to be transformed. There can never be absolute state or end point of transformation because societies are always in a state of transition and change is a permanent

feature of life. By definition transformation is a set of social changes at various internal states of transition along the continuum.

3.4.2 The Transformation Barometer as a measuring instrument

As a consequence of processing national policy imperatives and the feedback from transformation practitioners, the thematic areas for Transformation Barometer emerged from the concepts captured in the schema drawn by Keet and Swartz (2015). Table 01 hereunder indicates mandates given to University South Africa to contribute to policy positions regarding higher education. On one hand, mandates in this regard are to facilitate effective dialogue among universities and to advocate and campaign for stakeholders, for example, government, business, parliament on major issues such as transformation, differentiation and internationalisation (USAf, 2018). Fundamental principles of higher education, on the other hand, is to guide the process of transformation in the spirit of an open and democratic society based on human dignity, equality and freedom are regarded as essential (Education White Paper, 1997). On the bases of the afore-mentioned, Keet and Swartz (2015) formulated a frame of transformation, using operational concepts such as institutional culture, etc. as themes.

Table 3.1: Transformation Barometer

The Thematic areas for Transformation Barometer

<i>Mandates</i>	<i>Principles</i>	<i>*Themes</i>
<ul style="list-style-type: none"> ● Research ● Teaching & learning ● Community engagements 	<ul style="list-style-type: none"> ● Equity and redress ● Democratisation ● Development ● Quality ● Effectiveness & efficiency ● Academic freedom ● Institutional autonomy ● Public accountability 	<ul style="list-style-type: none"> ● Institutional culture ● Curriculum & research ● Teaching & learning ● Equity & redress ● Diversity & inclusivity ● Social cohesion & social inclusion ● Community engagement

As indicated in Table 01 the *thematic areas for Transformation Barometer are: Institutional culture, curriculum research, teaching and learning, Equity & redress, Diversity & Inclusivity, Social cohesion & Social inclusion and Community engagement. Institutional culture includes staff’s work (teaching, studying practices, negotiating challenges, interacting and behaving in and outside an institution-university (Swidler, 1986). Institutional culture includes governance and

management, professionalisation of “Transformation” work, social structure of ‘transformation’, social inclusion/cohesion and language and symbols.

Curriculum is a set of courses constituting an area of specialisation offered by an educational institution (Merriam-Webster’s Dictionary, 2009). Coupled with this meaning, curriculum research would mean a continuous investigation to improve the quality of learning material for students.

Curriculum and research include the following:

Teaching and learning

- Inclusive enrolment planning
- Access and success (students)
- Critical pedagogies
- Diversity competencies

Equity and redress in South African context entail a wide range of social issues, for example, access and success (staff), race gender, disability, support/opportunity and diversity and inclusion. It must be accepted that South Africa is still coming to terms with systematic and institutional discrimination of its past, an unjust system that institutionalised racial inequality by denying other races the chance to fulfil their full potential. One remedy, amongst other, is quality and well-rounded education system (Helen Suzman Foundation, 2014).

Research, scholarship and post-graduate studies

- Knowledge transformation
- Diversity and inclusivity
- Internationally recognised research on ‘race’, ‘gender’, ‘disability’ and social justice

Leadership, relations, with external stakeholders, and community engagement-Although Maak (2007) approaches the title from a business perspective, he successfully co-ordinates the title to the educational point of view. He contends that there is a wide-spread agreement that the stakeholder framework has proved useful in the analysis of the strategic and normative challenges organization faces and that good stakeholder relationships are key to organizational viability and business success. In interconnected and multicultural and global stakeholder society moral dilemmas are almost inevitable. However, this cannot be freely allowed to happen, particularly in educational setting. Leadership ethics should be moral compass.

- Diversity training, development and professional growth
- Transformational leadership
- Socially just, diverse, inclusive community engagement
- Equity-based external engagement

In further clarifying Transformation Barometer in Higher Education system to other educational concepts related transformation, Keet and Swartz (2015) introduce sub-themes, goals and indicators or activities. These can be helpful in further expanding educational research endeavours in relation to Higher Education sector in South African context.

Table 3.2: Example of extensive transformation barometer

Extensive Transformation barometer

<i>Dimension/Theme</i>	<i>Sub-themes</i>	<i>Goals</i>	<i>Indicators/activities</i>
Institutional culture	Governance & Management	Developing broad transformation policy trajectories; supported by council & top management	<ul style="list-style-type: none"> •Transformation statements from councils •Commitment by council to transformation
	Professionalisation of higher education transformation	Establishing transformation outfits at universities VC's office	<ul style="list-style-type: none"> •Suitably qualified, experienced, Head of university transformation
Equity & redress	Access & success	Recruiting, promoting & retaining diverse faculty & staff	<ul style="list-style-type: none"> •Number of staff appointed to advance demographic representation across universities
Research, scholarly & post-graduate studies	Knowledge & transformations	<p>Studying intellectual communities within the academy & its national & international networks</p> <p>Conducting studies of human resource conceptualisations & practices that facilitate/inhibit equity</p>	<ul style="list-style-type: none"> •Number of study programmes, <ul style="list-style-type: none"> ◦ 1st nation studies ◦ Africa studies ◦ Gender studies, <i>etc</i>
Leadership, relationships with external stakeholders & community engagement	Transformational leadership	Strong transformational leadership at top level	<ul style="list-style-type: none"> •Faculty, Departmental & Unit plans with targets in place that include equity training & the

			diversification of the professional base
Teaching & learning	Planning for inclusive enrolment Access & success	Enrolling & graduating undergraduate students from diverse environment, geographical locales & socio-economic conditions (class, & social status)	<ul style="list-style-type: none"> ●Numbers & diversity profiles ●Graduation rates of designated groups, etc

Although Transformation Barometer has not yet been fully introduced to the Higher Education sector, it would be interesting to look at the practical offering of the instrument or part of it. Attempts were made, however, to acquire feedback from one university that used the Transformation Barometer, but to no avail.

3.5 APPLICABILITY OF TRANSFORMATION BAROMETER

Theorisation present in Transformation Barometer is indicated through the organising scheme of 3 principles: Institutional Mandates, Transformational principles and transformational themes emanating from White Paper 3 (1997) on Higher Education. This is an attempt to order the broad and even vague concept of Transformation in Higher Education into a concrete, meaningful and coherent conceptual framework.

Although the instrument has a good and promising potential to measure the transformation initiatives in Higher Education in South Africa, it still needs to be put to a rigorous test. If it passes the test, it would be a great achievement for Higher Education sector in particular and South Africa in general.

3.6 CONCLUSION

Despite the shortcomings of the two transformation measurements, namely, Transformation Indicators (2004) and the Equity Index (2013), it is understandable that South Africa had to start somewhere to be able to measure its progress regarding transformation. It cannot be expected that the beginning will be perfect. Along the way lessons will be learned as evidenced by the construction of the two previously discussed measuring instruments. This can be summed as:

Firstly, the three measurements of transformation could be interpreted as “silence”, “noise” and “promise”. Bunting and Cloete’s (2004) Transformation Indicators representing “silence” was received and applied by institutions with little or dissenting voices from the sector. The silent acceptance of the indicators could be linked to the historical period during which it was developed and applied, namely. 1997-2000. “Silence” could thus be read as an attempt by the government to cautiously demonstrate that it was working towards the transformation goals through the White Paper 3, and silence from institutional players could also signal their willingness to be seen to contribute to new Higher Education system.

Secondly, a robust critical race theory reading of the “silence”, even if unfair in some instances, suggested that the Higher Education sector was content with the white authors’ claim to expertise. In contrast to the Transformation Indicators-Bunting and Cloete’s (2004), the Equity Index-Govinder, et al., (2013), could be interpreted as “noise” because it was immediately torn to shreds by the commentators; citing statistical errors, regional demographics nuances and the short-sightedness of reducing transformation to a pure number. It had little chance of being influential but was ‘noise’-worthy for a while. It was, thus, argued that the historical period during which the instrument was constructed, namely, 2013, coincided with the Higher Education sector becoming bolder in its rebuttal of the government’s attempts to steer it. Evidence of this sectoral boldness is found in, for example, the Transformation Oversight Committee that was greeted with suspicion in the same period, so was the new reporting framework. Again, even if unfair in certain instances, a robust critical race theory analysis may even have suggested the backlash against Equity Index, (2013) an innate unease with black expertise.

Thirdly, Transformation Barometer (2015) suggested promise of becoming a nuanced measurement of transformation in Higher Education because it noted explicitly the student discontent with state of the Higher Education sector. The instrument further drew its strength from thoughtful theoretical or public position papers and its effort to theorise.

3.7 SUMMARY

Three measurements of transformation-Transformation Indicators (Bunting and Cloete, 2004) Equity Index (Govinder, et al., 2013) and the Transformation Barometer (Keet and Swartz, 2015) had been discussed. The Three measurements were basically derived from the demands for Transformation in the Education White Paper although they are different in their approach to measuring transformation. Transformation Indicators was based on the increased, broadened and

student enrolment, as well as improved throughput and outputs. The instrument proposed equal proportions of black male and female staff in the HE institutions. Co-operation and partnerships in governance that included goals related to institutional governance should be part of the responsiveness to social interest and needs. The funds for various purposes including programmes for institutional redress should be available. Equity Index was the mathematical formula used for the study relied on the concepts of the distance between two points represented by the 23 universities' demographics and the national demographics. The existence of the Transformation Barometer (Keet and Swartz, 2015) was influenced by a number of international trends in education and also issues in the South African Higher Education landscape, e.g. institutional inequities, equity and redress, knowledge and its disciplines, differences, transformation and the idea of the university and research, teaching and learning.

The shortcomings and controversies of Transformation Indicators (Bunting and Cloete, 2004) and Equity Index (Govinder, et al., 2013) were highlighted. The Transformation Barometer (Keet and Swartz, 2015) has yet to be empirically tested but shows promise to adequately measure the transformation process in South African Higher Education system. The Transformation Measurements further served as a preamble because it is pioneering an innovative way of measuring transformation in Higher Education sector.

CHAPTER 4 : EXPLORATION OF EDUCATIONAL CHANGE THEORIES

4.1 INTRODUCTION

Firstly, the chapter deals with ten selected theories of change. There are many change theories in the two volume book on theories of change. For instance, in the Second International handbook of Educational change (Hargreaves, Lieberman, Fullan and Hopkins, 2010) there are fourteen theories of change in Part I. Four change theories have been selected and discussed from this section. In Part II, there are sixteen theories from which one theory has been selected and discussed. Part III deals with levels of change. Since the thesis deals with change in its entirety, nothing was chosen from this section. In Part IV, two theories have been selected and discussed. The other two change theories have been randomly selected from literature review on transformation at the UFS. All the ten selected theories were for convenience and relevance to the educational setting in the country in general and the UFS in particular. The eventually five selected change theories were selected mindful that effective educational change was found to rely on at least three areas: strong top leadership, collaboration and rewards system (Kezar and Eckel, 2002). This knowledge also guided the choice of theories for discussion and pose analysis questions containing their characteristics that seek to get deeper understanding of their relevance to transformation process at the UFS. Secondly, an attempt is made to link the present situation in higher education to the theoretical perspectives and thirdly, a connection is made among the selected five theories, the main constructs of the theories and the contents thereof.

According to Leedy and Ormrod (2005) theory is an organised body of concepts and principles that intend to explain a particular phenomenon. In this instance, both education and change were the phenomena. According to Haugan (2011) education is regarded as a complex area of society with different players such as teachers, learners/students, bureaucrats and politicians. Education further involves many types of processes such as teaching, mentoring, research, management, administration and cooperation between players. In addition, there are various types of institutions within the field of education, for example, childhood education and care institutions, schools, universities, colleges, vocational schools and other public educational facilities. The sector of education that is of interest to us is Higher Education in South Africa, specifically universities.

The phenomenon “change” is an act or a process through which something becomes different. It is used in abstract and practical situations such as institutions, organisations, structures or functionaries in various fields of academic disciplines. In an organisational context, it is used to orient an organisation in a new direction and to take an organisation to entirely different level of effectiveness (Business Dictionary, 2003). There are formal set of ideas upon which change is based and that leads us to the discussion of educational change theories.

4.2 EDUCATIONAL CHANGE THEORIES

A plethora of educational change theories have been documented in various Educational Journals and books. What immediately comes to mind is the Second International Handbook of Educational Change by A. Hargreaves, et al. 2009. According to this compilation some of the ten selected theories of change were developed for either School or Higher Education settings. For instance, the following educational change theories were developed for School setting and also relevant to Higher Education is: Moving Change: evolutionary perspectives on educational change (Anderson, 2009). The gist of the theory is that change is a process as played out over time at different levels as a programme for individual school or district.

The other interesting theory in the compilation is Involving children and young people in educational change: possibilities and challenges (Thompson, 2009). The heart of the theory is that children need to be involved in their educational development by participating in the academic development. This, of course, differs from country to country’s education system as to when, what and how youngsters should be involved in their academic growth and development.

Included in the book is the theory developed by Hammerness, 2010, titled: To seek, to strive, to find, and not to yield: a look at the current conceptions of vision in education. The main idea of this theory is that schooling, teaching and learning are the core of one’s educational vision. These visions serve as a source of inspiration and motivation for many teachers and educational leaders. Many educators have chosen to work in education because of their hopes to enact the educational visions they hold for schooling and children.

One of the strange and unusual educational settings depicted by Senge (2010) in his “Educational for an independent world: Developing systems citizens” is that fundamental change in education is necessary if human society is to survive. In his synopsis of educational change, he maintains that economic globalisation had brought extraordinary material benefits such as standard of living,

expected long-life, democratic processes and formal education as well as unimaginable dangers of destroying other species and ecosystems and locally and globally altering the ecological environment. In an attempt to avoid recreating old cultures, he maintains that significant changes, particularly in education because of its large and long-term impact in all primary institutions that shape the modern society.

For all the above to be achieved, he recommends four fundamental changes to be explored for new educational landscape, namely, System thinking, Authentic youth engagement, Re-thinking schools as learning communities and Education for sustainability.

Fullan (2006) in his “Theory of Action, a force for school improvement” is of the opinion that there are seven core premises of the Theory of Action, viz., motivation, capacity building, learning context, changing context, bias for reflective action, tri-level engagement and persistence and flexibility. Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition (Lai, 2011). This implies an individual decides on and commits to a particular course of action of teaching or learning in an educational institution. As far as capacity building as a process is concerned, individuals or organisations obtain improve and retain the skills, knowledge, tools, equipment and other resources needed to do their job competently or to a greater extent (Wikipedia, 2019). In discussing Learning in context, Fullan (2006) maintains that in order that strategies for reform to be formulated, it was necessary to create cultures where learning in context was endemic. This means learning to do right things in the setting where one works. In relation to changing context it is assumed that the larger infrastructure must change if success is to occur. This implies that lateral capacity building in which schools and districts learn from each other and that principals interact across schools (Fullan, 2006). In a bias for reflective action there is, firstly, reflection means deep thinking. According to Fullan (2006), in order to successfully pursue strategies that promote mutual interaction and influence within and across the three levels, it is imperative that leaders should engage in permeable connectivity. The sixth premise namely refers to three important components in learning environment, namely, school and community, district and state. However, for the three components to be effective there should be mutual interaction and influence within and across the components. According to Fullan (2006) the last six premises are the most complex and difficult to manage and take time to be cultivated. However, once they have been internalised, they must be kept on course. For that reason the seventh and the last premise, namely, persistence and flexibility are some of the attributes necessary to stay on course in order to successfully implement action theory.

Educational change theories hereunder were developed for the Higher Education sector:

Following the developments in the HE sector, the UFS also initiated its approach to institutional transformation. Multi-layered transformation as a theory of change (literature review on the UFS) was introduced at the institution. In its 'Looking back into the future: a transformation report of the UFS' (2004-2014), the university positioned itself as an institution serious about its transformation initiatives. A number of change initiatives lined up to reposition the institution. For example, significance of students voice, the dynamic relationship between knowledge, equity, power and politics and others.

Survival is optional: only leaders with new knowledge can lead the transformation (Daszko and Sheinberg). The title is self-explanatory. Knowledge is virtue and power if used positively. Transformation occurs when leaders create a vision for transformation.

Innovation and diffusion as a theory of change includes Open-source methods that led many powerful ways of creating, refining and sharing knowledge. However, the methods appeal to many who somehow feel that the tools create and manipulate knowledge and information are best shaped by an ethic of openness, creativity and collaboration (Bentley, 2010).

The essence of educational change whether positive or negative is that can be complicated. Making sense of these complexities can be disturbing or pleasing. An interlinked concepts known as system psychodynamics are at play (James, 2009).

Leadership in divided communities is about engaging and transforming diverse constituencies even as the leaders seeks to keep everyone in conversation (Jansen, 2005).

Although certain change theories are developed for School Education system, they are also applicable to Higher Education sector. For instance, Anderson's (2010) Moving Change theory is also linked to Higher Education theories. A good teacher at a school is always voluntarily attempting to instil good studying habits to his/her pupils. The same can be said about lecturers at the universities. Hammerness's (2010) theory encapsulates vision in education. This is basically what the university education encourages. Thompson (2009) motivates children's involvement in the educational change. The same applies to university students who are involved through SRCs and various student forums in different university activities, including their involvement in effecting changes on campus. Senge's (2010) theory engenders responsible citizenry just as university education. Fullan's Action Theory (2006) emphasises motivation, amongst others, as one of the key to educational success at both school and university education levels.

4.2.1 Moving Change: Evolutionary Perspectives on Educational Change

Anderson (2010) provided a conceptual tool that was developed by educational change theorists who described, studied and explained the process as played out over time at different levels, for example, individual, programme, school and school system as a whole.

Change as a developmental and personal process entails the following seven stages:

4.2.1.1 Change as a developmental personal process

According to (Anderson, 2010) Concerns-Based Adoption Model otherwise known as CBAM was developed as a developmental process based on attitudes and behaviours for individuals attempting to put new ideas and practices into use. The first dimension of change was represented as a developmental sequence of “Stages of Concern” that reflected a person’s (teacher) attitudes toward a change that he/she was attempting to voluntarily put into practice or as an organisational mandate. The second dimension focused on a developmental progression in a person’s behaviours as he/she prepared for the use of new professional practices, referred to as “Levels of Use.”

4.2.1.1.1 Stages of concern

The stages of concern included, amongst other, first, the image of affective stages that teachers go through over time. Second, teachers become awareness of learning. They try out and master new teaching methods and programmes. Teachers’ feelings about the change often evolve from a predominant focus on the self, the task and the impact.

Without effective professional development inputs during the time teachers are learning to use new teaching strategies and programmes, they may experience unresolved personal and management concerns that could lead to frustration, resistance or even abandonment of the change. The intervention strategy, namely, school organisational culture in which teachers work and collaborate to improve student learning through shared goals and on-going teacher learning activities can be encouraged (Anderson, 2010).

4.2.1.1.2 Developmental progression or levels of use

The second dimension of the CBAM mentioned by (Anderson, 2010) was described as Levels of Use. Eight levels of use are mentioned: Level I is described as Orientation; Level II is described as Preparation. Level III is described as mechanical in which new ideas are implemented. Level IVA is called Routine Use in which teachers are settled in a routine level of use. Level IVB, otherwise known as Refinement Use is when adjustments are made in the use of the programme. In Level V also known as Integration is when teachers interact with others to collectively modify their use of the innovation to improve students' results. Level VI is characterised by exploration of alternative programmes, new things or ideas.

The behavioural model recognises the practical reality that many educators engage in all sorts of professional learning experiences (orientation) that lead to greater awareness and knowledge about programmes, ideas and practices that they may never end up implementing. It distinguishes people who are planning and getting ready to try out something new (preparation) from those who are actually applying it in their work (mechanical users and beyond). Most importantly, the model accommodates some innovation users, after an initial period of mastering the logistics and basic skills required to implement the programme (mechanical) will settle into comfortable routine level of use.

According to (Anderson, 2010) it must be understood that the original CBAM research and theory were developed prior to the contemporary curriculum content and student performance levels of user behaviours (refinement and integration) linked to implementation of new programmes and practices may be more prevalent to the modern educational changes in the policy context. It is again suggested that the theory that supports developmental model of change would benefit from further research.

4.2.1.2 School change as an organisational process over time

The section focused on the implementation of new educational policies, programmes and practices on an organisational level over a period of time. Accordingly, there are four core ideas that are important in the course of implementation. Firstly, change is an organisational process over time; secondly, the process can be explained in terms of three broad phases and thirdly, activities associated with different phases are interactive and not necessarily in sequential in time, and lastly, change over time is a less a process of direct replication but of mutual adaptation.

The three broad phase stages that characterise the overall organisational process through which school district and personnel engage efforts to replace, modify or supplement current professional practices with new ones over time are initiation, implementation and incorporation (Berman and McLaughlin, 1976). Each of these stages are associated with different activities and decisions concerning the selection, use, support and progress in putting the change into practice on the part of local actors about the reasons for change, selecting solutions, implementation planning and seeking resources.

Fullan (1982) in his conceptualisation of the change process in organisations referred to the three stages as initiation (adoption or mobilisation), implementation (initial use) and a continuation that included incorporation, routinisation and institutionalisation. Irrespective of the difference in terms of the phases, fact is, what happens in one phase is likely to affect events and outcomes at later phases and that sequential image of a change progressing through the phases over time would remain embedded in the conceptualisation of change.

4.2.1.3 System-wide change and improvement in student learning

Research investigations undertaken by Fullan (2000), Elmore & Burney (1997) indicated that student learning over time in relation to educational change in recent years were associated with studies of large-scale reform at the state, national and district levels. But, there were paucity of longitudinal investigations of improvement at the state and national levels.

Although there was insufficient longitudinal research on a large-scale reform from which generalised results could be made, there were, however, some indications that gave an idea of what was happening. One was the phenomenon of plateau in the trajectory of aggregate improvement in student learning over time. There was further evidence that there was improvement in the long-term studies of school-level. According to the British government's literacy and numeracy strategies reform chart, there were significant improvements of students' performance on standardised tests of reading and Mathematics. Furthermore, there was a reduction between high and low performing students and an increase of positive results. According to Howie (2003), in the South African education system context student performance across the system began to rise, particularly in the predominately black schools.

Anderson (2009) further highlighted the Ontario government's literacy initiative and the longitudinal analyses of decentralisation reforms, district organisation and support in which

student outcomes in the Chicago school system reported the student achievement plateau phenomenon. That was followed by the restructuring of the system that resulted in the renewed evidence of improved student performance.

The Chicago case reinforced the expectation that a system-wide improvement strategy was likely to result in the improvement of student performance that required strategic rethinking and reorganisation of system-level leadership and support for change at school level.

In conclusion the theory successfully made sense of a conceptual tool in relation to educational change over time as individual and organisational phenomena at district, state and nation levels. It would, however, be interesting to conduct further research to deepen theoretical development along the lines of on-going efforts to construct a discourse that accurately describes and explains educational change.

4.2.2 Involving children and young people in educational change: Possibilities and Challenges

There are distinctive traditions of youth involvement in many countries. For example, in Britain they speak about “student/pupil voice”, governance, and school improvement. In Australia and South Africa we speak about student participation and active citizenship (Cloete, Bunting & Bunting, 2002). In the United States of America, the concern is on the student perspectives as an integral part to some national school reform programmes. In the title mentioned above, Thompson (2009) focused on the commonalities of approaches to the involvement of children in the educational change.

4.2.2.1 Reasons for involving youth in educational change

According to Thompson (2009), the youth is capable of giving sound opinion regarding educational change. By virtue of their age, social position and experience youth viewpoints are not only particular and distinctive but also sufficiently different from that of adults to warrant their active participation in consultation, debate and decision-making.

Three common reasons Thompson (2009) gave that warrant youth’s involvement were:

- 1) The United Nations Convention on the rights of children clearly supported: the child who is capable of forming his/her own views [and] the right to express those views freely in all

matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child (United Nations, 1989. Article12).

- 2) Involvement teaches youth personal, social and civic knowledge, skills and dispositions. Schools committed to education for citizenship create settings and occasions where children and youth cannot only learn about the practices of living together but also to manage differences, work collaboratively, make compromises, good decision-making and also learn how to change them.
- 3) Involvement is integral to making good decisions and sustainable change. This includes the students' experiences and perspectives. Consulting students provides important information about what needs to be changed, why and how.

4.2.2.2 Having a say in educational change

A focus on “student voice” draws attention to the ways in which youth have historically been disenfranchised in and through their education because adults made decisions about and on their behalf, without consulting them.

Britzman (1989) succinctly maintained that the concept of voice span in literal, metaphorical and political terrains: In its literal sense, voice represents the speech and perspective of the speaker; metaphorically, voice spans inflection, tone, accent, style and the qualities and feelings conveyed by the speaker's words; and politically, a construct of voice attests to the right of speaking and being represented.

It is further maintained that the voice also refers to the language, emotional component and the non-verbal means of expressing an opinion. Some youth have different experiences, opinions and modes of expression and cannot, therefore, speak as one. Other youth may make their views heard in rather confrontational, perhaps rude and in offensive fashion while others may express their “voice” politely and in “acceptable” fashion according to other adults' opinions (Britzman, 1989).

Varieties of voices are not just differences among adults and youth but people in general, however, individuals also use more than one voice which might be: authoritative, critical and therapeutic amongst others. Authoritative voice is intended to speak on behalf of a group in consultations and through elected bodies such as councils and working parties. It can also be elicited through surveys and polls where majority opinions are taken to be representative of a larger group. Critical voice is intended to challenge the status quo. It may be directed towards policies and practices or towards

stereotypical portrayals. It can also mean putting into the public arena perspectives that are rarely, if ever, heard. Therapeutic voice occurs where people are able to discuss difficult experiences and are then supported to find ways of dealing with them (Thompson, 2009).

Thompson (2009) went on to say that speaking therapeutically or critically always entails a judgement about the possible response of the listeners. It all depends on who is listening, what they choose to do as a result of and on whose interests they act. Youth needs to be accorded a platform to engage in dialogue and to learn from an exchange of views.

4.2.2.3 Put a say into practice

According to Thompson (2009), there are three important aspects through which youth voice in educational change can be exercised, such as, consultation, participation and governance. Consultation involves a discussion between those who are in power in the school. This means ways in which the voices of youth are actively sought out, heard and acted on.

Participation involves consultation with students' representation in the process of decision whereas governance is the formal process through which students can raise issues, make recommendations and decisions. Governance thus means a number of activities such as class meetings, forums, student councils and membership of school and community committees, working parties, project steering groups and official governing bodies. Students normally appreciate having their views in formal decision making but also need adult support to ensure that they are able to put their views effectively.

4.2.2.4 Challenges facing youth involvement in educational change

According to Thompson (2009), despite the good intention of involving youth in the educational change, there are, though, some challenges facing youth involvement in educational change as indicated hereunder:

Firstly, in many instances, institutions involve the elite group of youth in change activities with the expectation that they know and can represent their peers. This means selecting students who genuinely want to contribute to the discussion but authorities do not want to listen. And also those who have been decided upon in ways that the authorities want to listen and respond in ways that are congruent with what the authorities want to do, for instance, predictable side effects.

Secondly, authorities determine issues that students can debate on.

Thirdly, while not all things students suggest are realistic and possible, mandates place restrictions around what can be done. Things students think are important and more challenging and different from one school to the other.

Fourthly, there is always a predetermined power relation, for instance, the teacher who knows and the learner who does not.

It is unfortunate that students remain lesser and less “expert” partners in the event.

4.2.3 Multi-layered transformation as a theory of change from literature review

It must be admitted that there are still massive challenges facing educational transformation in South Africa albeit the massive gains since 1994. One aspect of transformation that still needs to be challenged is the need to produce black members of the professoriate as one of the top priorities and also the replacement of ageing workforce of academics due to retirement with the young generation of academics to improve succession planning in the academic and postgraduate pipelines (Mail & Guardian, 2015).

The other layer of the transformation agenda relates to improving access for black students and also white students in the former historically black universities. This, in itself is a multi-layered issue that has to facilitate access through aggressive marketing strategies and bursaries or financing mechanisms, but which also has to deal with a disturbingly low graduation rate. A report of the Council of Higher Education (2013) revealed that only 35% of the total intake and 48% of contact students graduate within five years, while the completion rates of white students is 50.5% higher on average than those of African students. This means that the higher education sector has to devise effective strategies to match equity in student access with equity in student success (Mail & Guardian, 2015).

South Africa acknowledges that universities should equally provide students with opportunities and experiences that will foster the success of students. This means that the issue should relate to producing students who are prepared for effective participation in a continuously changing world of work by building closer collaboration with business sector to ensure that it’s professional and skills needs are met through producing suitably qualified graduates (Universities South Africa, 2015).

The institutional landscape and its organisational form as well as universities' institutional missions and mandates ought to be addressed by universities' strategic framework for pursuing diversity. However, these cannot be pursued on absolute homogeneity where every university seeks to be the same and to undertake exactly the same functions and have the same purposes. There surely should be diverse approaches in pursuit of the same goals. To sum up, Mail & Guardian (2015) maintains that "You can't respond to the multiple concerns of society unless you diversify the system..."

In its' "Transformation report of the UFS 2004-2014" the institution attempts all the above by grappling in its day-to-day activities to constantly re-think and re-invent transformation. A multi-layered transformation seems to be at work at the institution because many facets of educational change are attended to, for example, student voice and student lived realities, the dynamic relationship between knowledge, equity, power politics, diversification of the knowledge base and its producers with the analysis of the social structure of the academy, the interplay between excellence and diversity, the centrality of pedagogy and curriculum in the transformation processes and also a definition of a university not as place where one belongs and feels comfortable but on the contrary, as a place where knowledge(s) and certainties are disrupted.

Although it is over 20 years since the existence of one single Department of Education and the merging of universities, Higher Education has not attained its' full potential in terms of coherent and educational desires of the country. There are plausible reasons to this effect, for instance education was politicised for the last three centuries, and it would thus be unfair to expect education to change with a stroke of a pen (McGregor, 2008).

There are also various negative social factors that impinge on Higher Education, not to realise its' goals, for example, not implementing and enforcing good educational principles, lack of good primary education foundation, financial constraints and political affiliations (Fakude, 2012).

4.2.4 To Seek, to strive, to find, and not to yield: A look at current conceptions of vision in education

In order educational change to take effect, a number of ideas need to be taken into account, for instance, school faculty need to have a shared sense on the kind of school they want, its educational purpose and why. All these are captured in a vision. Hammerness (2000) further maintained that the nature of connection between school change efforts and personal version can determine whether and how teachers as well as other key members of the school community take ownership of the reform (Hammerness, 2000).

In developing visions and using them productively in the process of reform, it is not an easy process as it appears. The two main challenges are: Firstly, vision is described as the purview of leaders and principals while visions of other role players such as teachers are ignored or receive scant or no attention at all. Secondly, in many instances, educational visions end up mired with ambiguity or are not specific with the intention and end up being meaningless and abstract (Hammerness, 2000).

4.2.4.1 Vision in education

In an educational environment vision often describes the goal of a reform that serves as a focus to inspire and guide groups in their effort to realise their goal. Vision is like an institutional mission or “statement,” although it is seen as the prerogative of an organisation and institution or of leadership. However, in recent years vision also reflects an acknowledgement of and emphasises on the nature; character and the role of teachers’ as well as the collective role of other players in an organisation (Sherin, 2007).

An interesting content of vision, according to Pekarsky (2007), is that visions are deeply concerned with the aims and goals of education for particular students or particular community. In fact, vision is an answer to the question “What is the enterprise or business all about?” In educational terms, this would mean a way of thinking where educators channel their energies in their identified educational goals and purposes, and design curriculum with these overall aims in mind.

Although visions have a positive function of making institutions realise their goals, there is yet another side of the coin and that is: If individual educators develop an overly grand vision of what their classroom should accomplish, the tension between vision and real practice can cause feelings of deflation and discouragement; therefore educators may come to doubt their students, their own teaching and lose confidence in their visions. Vision may inspire, guide and motivate. However, without the right kind of support vision can also deplete confidence, perpetuate stereotypes and suppress alternative possibilities (Hammerness, 2000).

Furthermore, according to (Hammerness, 2000) vision may be a powerful cognitive representation of mission and goals, it is also infused with positive, negative, ambivalent, simple or even complex emotions. For instance, educators may have visions that are intellectually solid and powerfully developed, at the same time, the way they feel about these visions could have a strong impact on

whether or not they believe in themselves to be successful when working with children and in their work in schools.

Another area of concern is that administrators tend to develop institutional visions either solely with the school leadership or with a small group of faculty. In turn, they expect that the entire faculty of teachers should buy into the vision. This might not be so because in contrast to the view of vision as being developed at only one level of the system, visions may grow out of the work of teachers and administrators.

It was discovered that in high-performing schools as opposed to low-performing schools, leaders engage teachers in developing vision or articulate goals in ways that helped clarify instructional planning and long-term aims for teachers. These visions helped direct the use of resources as well as guide school efforts towards shared aims (Rosenholtz, 1989).

4.2.4.2 Persisting questions regarding visions

Hammerness (2000), further maintained that there are some few unanswered questions which need to be addressed. For instance, what constitutes a vision? Is vision static or dynamic? How is vision developed and sustained? What difference can vision make?

In response to the first question, he mentioned that while vision might encompass a set of practices or images, a vision may focus upon only one class-room, while others may conceive of vision as a broad set of aims and goals that might be less particular. There were concerns whether individual visions might focus more on practices, while organisational visions might centre more on processes, such as the development of relationships or a school culture. Organisational visions might also have a broader range, for instance, encompassing a set of over-arching aims for teaching and learning while individual visions might tend to be narrowly focused.

The second question's, response was that the work of vision building and developing was a constant, dynamic process while other scholars propose a view of vision as something to be identified, shared and maintained over time to guide reform efforts.

For the third question, Fullan (1992) was of the opinion that while vision is critical for an organisation, it is never an easy concept to work with because its formulation, implementation, shaping and re-shaping in specific organisations is a constant process. It is further maintained that sustaining an organisational vision also raises challenges that nurture and support an individual vision because at school level, teachers and the student population and parents are constantly

leaving and moving; and that maintaining an organisational mission can be particularly challenging (Hatch, 2009).

A number of questions are posed in relation to what difference a vision can make in an organisation or institution. For example, do different kinds of visions (broad, narrow, close, distant) function in different ways or are some more powerful than others. Lately, curriculum and testing are mandated to educators and school faculties to help identify, discuss and sustain attention to the larger purpose of education. This means that it is best to prepare educators for these challenges and to support such schools, so that visionary educators can continue to “strive, to find, and never to yield.”

4.2.5 Education for an independent world: Developing systems citizens

Senge (2010) penned down interesting ideas and conclusions regarding educational change at Orange Grove School (where his son was attending). In the sub-heading: “Education for today’s world, not yesterday’s”, he maintained that fundamental change in education was necessary if human society was to survive. He went on to mention that economic globalisation had brought extraordinary material benefits such as material standard of living, expected long-life, democratic processes and formal education as well as unimaginable dangers of destroying other species and ecosystems and locally and globally altering the ecological environment. Future challenges facing the world, according to (Senge, 2010) are social, cultural, economic and ecological. Senge (2010), maintained that in some instances, individuals and organizations are still in denial regarding the profound changes required to meet challenges business, civil society governmental leaders. Innovators not only see the changes needed, but are also bringing them into reality, for instance, the regenerative economic system as against the extractive system which dominated the Industrial Age. Multiple symptoms of social and ecological imbalances of awareness between the nature of our reality and the nature of our thinking such as our level of interdependence and the ability to understand interdependence are singled out as examples.

In another sub-heading: “Thinking newly, educating for new thinking and system thinking”, Senge (2010) maintained that the world cannot recreate old cultures but can bring about significant changes, for instance, education because of its’ large and long-term impact in all primary institutions that shape the modern society.

Senge (2010) further maintained that, when education is driven by incessant pressures to perform on standardised tests, getting good grades and a right to get a good job and making lots of money reinforces the consumerism and economic orthodoxy that drive the present global business system. But when it is oriented around deeper questions of human and social development, it can contribute distinctly to the larger needs of a society needing desperately to reorient in priorities. This is particularly relevant to the youth because today's youth grow up with an awareness of the world and they know that we are part of the new global society. For that reason, the overarching aim of education must become developing "systems citizens", *i.e.* a generation of young people whose capacity to understand interdependence is commensurate with the interdependence that shapes our lives. Re-creating education will thus be a job for communities committed to a future, not just for professional educators.

Furthermore, Senge (2010) indicated that the modern school is an expression of public priorities and sits within a complex web of societal accountabilities in contrast to the Industrial Age in which school became the domain of specialists who taught fragmented subjects in a way that was fragmented from the lives of the learners and the larger community. Senge (2010) recommended four fundamental changes to be explored for the new educational landscape, *viz.* Systems thinking, authentic youth engagements, re-thinking schools as learning communities and education for sustainability as mentioned hereunder.

4.2.5.1 Systems thinking

Systems thinking, according to Senge (2010) is designed around real project that comprise of eight broad constituent thinking skills, Dynamic thinking: Seeing patterns of change over time rather than focussing on isolated events. System as cause thinking: Recognising that problems and their solutions are endogenous and they rise within a system, not externally. 10 K meters thinking: Being able to step back and see the bigger picture. Operational thinking: Understanding how the structure of a system causes its behaviour and that the same basic structure applies to all systems. Closed-loop thinking-recognising feedback: Any action has consequences that can influence that action again.

Nonlinear thinking: Knowing that feedback loops interact to produce changing responses overtime. Quantitative thinking: Being able to consider and include all variables, even those that cannot be measured in standard units. Lastly, scientific Thinking: Recognising that all models are working hypotheses to be rigorously built, tested and refined.

4.2.5.2 Authentic youth engagement

In this regard, Senge (2010) maintains that the natural inquisitive and learning appetite of children is put to test through genuine involvement as demonstrated at Orange Grove. The real project of state park exercise was engaging because, firstly, students were wrestling with real-world problems rather than artificial school room exercises. They could thus identify not only with the challenges of developing a new state park but also the benefits to design the park well.

Secondly, they were independent because there was no single formula presented by the instructor to gain the right answer. They had to sort out their own thinking regarding real issue, explore different proposals and ultimately draw their own conclusions. Thirdly, teachers operated as mentors and not as instructors. The learning project was thus mutual for teachers and student although they built the simulation model. Lastly, this was basically a joint inquiry as students were working with partners. This meant that they had to know each other and forced to continually work together using alternative views and assumptions.

4.2.5.3 Re-thinking schools as learning communities

According to Senge (2010) teaching in many ways, is an individualistic profession because teachers operate in a highly fragmented world of their courses and their students. However, at Orange Grove, teachers began to reflect deeply and listen to one another and build different capacities for dealing with the inevitable conflicts that arise between teachers' lesson plans or strategies with certain children. Collaboration thus became part of teachers' daily lives whereby they redesigned the school schedule to have clinic time with one another build a larger vision of the type of school culture they wanted to create, *i.e.* to respect one another and learners. The interaction developed in a learning community.

4.2.5.4 Education for sustainability

An innovative way of reconnecting schools to the larger society started at the Monte del Sol charter school at Santa Fe (Senge, 2010). Every grade 10 learner identified something he/she wanted to learn from someone in the community. This constituted a required course of the five courses for the year and was meaningful because it connected adults with students. An innovative way of

reconnecting school to the larger society further gave community members a sense of being meaningful contributors in the school and paved the way for students and communities to work together to build healthier and more sustainable communities. Seven primary “habits of mind” were identified to be cultivated in education for sustainability:

- a) Understanding of systems as the context for decision making-The observation of the whole system and its’ parts and the extent to which an individual can place one’s self with the system.
- b) Intergenerational responsibility-The responsibility for the effect(s) of one’s actions on future generations.
- c) Mindful of and skilful with implications and consequences-Choices and plans made to achieve positive systemic impact.
- d) Protecting and enhancing the commons-The reconciliation of the conflicts between individual rights and the responsibilities of citizenship to tend to the ordinary folks.
- e) Awareness of driving forces and their impacts-Recognition, strategic action and responsibility in the driving forces that influence our lives context.
- f) Assumption of strategic responsibility for one’s self and others by designing, planning and acting with whole systems in mind.
- g) Paradigm shifting-Recognition of one’s mental models and paradigms as guiding constructs that change over time with new knowledge and applied insight.

4.2.5.5 Learning that lasts

On remembering their experiences at school Senge (2010) maintained that many former students from Orange Grove, mentioned humility as a lasting effect that carried them into their careers as adults. In their own words they mentioned that it addressed them as professionals, members of society and how they interacted with community and the world at large. Former students reflected on what they learned from the simulations they had done years earlier. Others talked about a city planning simulation they had done and the lessons they learned. While others talked about the importance of collaboration and learning from one another as a defining feature of their Orange Grove experiences, for these young adults, systems thinking and learning collaboratively had shaped their worldviews in profound ways.

Although education systems in other countries seem to have worked perfectly well for their populations as described above, it is a different story in the South African education system,

otherwise known as Apartheid Education. This kind of education system which systematically separated groups on the basis of race classification was made law in South Africa in 1948, when the country was officially divided into four racial groups, White, Black, Indian and Coloureds (or people of mixed race, or non-Whites who did not fit into the other non- White categories). Homelands were subsequently created for Blacks, and when they lived outside of the homelands with Whites, non-Whites could not vote and had separate schools and hospitals and even beaches where they could swim or park benches they could also sit on (Morrow, 1990). It is thus not surprising that the system was riddled with political interference which was a stumbling block to the educational development. Inefficiency, mistrust of various population and ethnic groups made a mockery of the education system.

4.2.6 Survival is optional: Only leaders with new knowledge can lead the transformation

The theory embraces the transformation indicators in organisations and educational institutions. It is mainly characterised by its confrontational approach to effective change in organisations or institutions. The most important feature of the theory is knowledge of transformation that entails innovation, experimentation and power relations. These characteristics are further arranged around three themes, namely, knowledge, actors and spaces (Bahadur & Tanner, 2012).

4.2.6.1 Knowledge for transformation

According to Bahadur and Tanner (2012) transformation in this regard is commonly interpreted as a radical change requiring innovation and testing new approaches. This entails the generation of new knowledge and markedly doing things such as empowering individuals in an organisation to recognise the social and political processes underpinning the weaknesses of an organisation. This means that the inherited ways of thinking, assumptions and biases would be challenged so that new alternatives and institutionalised positions can be entrenched.

For the above to come about, the change initiatives should localise and contextualise the dynamics of power into account to engage local culture and politics. The designers of organisational or institutional change must therefore ensure that they understand and mediate between knowledge and the interest of different stake-holders (Bahadur & Tanner, 2012).

4.2.6.2 Actors in transformation

Actors in transformational process are mainly a leadership team in any organisation or structure because the need for transformation should be perceived, understood and communicated effectively. Leaders need to challenge the status quo and provide alternative visions of what is possible. Leaders are also important as they can take advantage of policy considerations and manage conflicts that may emerge during the transformational processes (Bahadur & Tanner, 2012).

Actors in transformation should have a vision for change that developed during the trial periods and experimentation. Preparing strategies in advance will enable the leadership to take advantage of crises as opportunities for their uptake. Transformational initiatives are thus oriented around long-term visions (Bahadur & Tanner, 2012).

4.2.6.3 Spaces of transformation

The involvement of diverse stake-holders in decision-making processes is important because it brings along different bodies of knowledge and experience. Boundaries for discussions should be set so that the participants can carry through their collective visions for transformation.

Policy considerations should be recognised so that, aggregation of other components of transformation can be usefully employed to effect change. It is, thus crucial to know and the causes of effectiveness of the organisation in order for policy considerations to be changed accordingly (Daszko & Sheinberg, 2005).

There are, however, some shortcomings regarding this theoretical perspective for instance, the theory seems to be one-dimensional in the sense of managing transformation. There is an over-emphasis on leadership. All the credit goes to the leadership team at the expense of the rank and file members of the organisation. Surely the rank and file as well as the ordinary also play a pivotal role in getting things done.

4.2.7 Action Theory

The underlying thinking of effective change strategies, according to Fullan (2006) is the action theory. This theory is designed to get results. In this regard change knowledge at work is being deliberately used in a self and group reflective manner.

There are seven core premises that underpin the use of change knowledge and these are motivation, capacity building, learning context, changing context, reflective action, tri-level engagement and persistence; and flexibility in staying the course.

A focus on motivation and engagements indicates that nothing can be accomplished without proper motivation and this does not necessarily mean that the results can be observed overnight but it might be over a period of time. This premise includes the following: moral purpose, capacity, resources, peer and leadership support (Fullan, 2006).

Capacity building is defined as any strategy that increases the collective effectiveness of a group to raise the bar and close the gap of student learning by helping to develop knowledge and competencies, resources; and motivation. It is further explained that nothing will count unless people develop new capacities routed to motivation (Fullan, 2006).

The third basic premise is that strategies for reform must build in many opportunities for “learning in context”. Creating cultures where learning in context is one of the main ideas in this premise (Fullan, 2006).

Elmore (2004) laments that the problem is that there is little opportunity for teachers to engage in continuous and sustained learning about their practice in schools. That is, engaging freely over educational issues because there are too many observations. For example, teachers observe their work and are observed by their colleagues in their own classroom; and they also observe other teachers in their classrooms in their own schools with the same challenge. It seems as if one is always looking over one's shoulder as if one is doing something bad. All these observations take place at the expense of doing the actual work of teaching and engaging pupils. Full participation is hindered.

The fourth premise is that educational change theories must have the capacity to change the larger context.

This means the establishment of capacity building in which schools learn from one other and that knowledge permeates and people identify with the larger parts of the system. This means shared vision of the headmasters in which districts interact for the success of the schools (Fullan, 2006).

Reflective action is the fifth premise in which the shared vision, ownership and behaviour changes are an outcome of the reflective action. The importance of reflective action is that we do not only learn but we also think about what we are doing. This is a purposeful thinking in that programmes

are designed to educate and practised to gain conceptual insight. In essence, people learn best through doing, reflecting, inquiring and giving evidence (Fullan, 2006).

Tri-level engagement as the sixth premise refers to school/community, district and state. This means pursuing strategies that promote mutual interaction and influence within and across the tri-level system.

This premise is complex because it must be cultivated over a period of time and be flexible in order to remain on course albeit bumpy cycles. The seventh and last premise is the persistence and flexibility. This premise is built into action theory because it is reflective and inquiry-based (plenty of self-correction and refinement) and it is cultivated in the minds and actions of the key players operating with the seven premises that are complex to manage (Fullan, 2006).

4.2.8 Innovation and diffusion as a Change Theory

Bentley (2010) contrasts the current bureaucratic model of school reform with rapid diffusion of innovations in Information and Communication Technologies. He makes an example of the Linux operating system, the internet, Wikipedia and Facebook as innovations that are operational in educational institutions in recent years. The three common features of innovation that experienced a large-scale diffusion are:

- 1) Openness that makes structures transparent, allowing access to users and participants with few restrictions. This led to many other powerful ways of creating, refining and sharing knowledge.
- 2) Networking that operates through structures which enable rapid lateral transfer of new material that cross network of users who cut across institutional sectors.
- 3) User-driven that affords a new level of empowerment and contribution to participants who previously might have been regarded as redundant.

According to Bentley (2010) the combination these features contributed to the self-organising and reliable structures, quick distribution of decisions to allocate resources and the coordination of projects.

This practically means participatory democratic innovation which directly or indirectly affects the importance of new innovation movement for the organisation of K-12 education and the potential for its methods and tools to extend the repertoire of educational change.

It seems that the innovation and diffusion has more positives than negatives because there was a global shift. Any approach to enquiry and innovation which treats knowledge as a common good, pursues collaboration as a means to deeper understanding and encourages open exchange and Dialogue has a touch of this educational change theory. However, the long-standing educational traditions have been stumbling blocks to the full usage of this theory.

Many innovations, successful reform strategies and fiercely competing intellectual and ideological currents in educational policy and deep systematic changes remained elusive albeit the central political status that education policy now enjoys in most countries, and the intense focus on improving outcomes that accompany the status. Although technology has brought so many changes in many walks of life, there is elusiveness to the attainment of the successes of the diffusion of innovations as a result of the dominance of the bureaucratic paradigms and the resilience of the long-standing educational traditions (Bentley, 2010).

4.2.8.1 Bureaucratic paradigm

According to Bentley (2010), education focused on universal coverage for the core years of schooling but it later shifted towards pushing up equality through standard-based reform. This thus meant educational policy clustered around the following themes, amongst other.

- a) Reporting, assessment and accountability based on key performance indicators,
- b) Reduction of class sizes and training of new teachers,
- c) Finding, training and rewarding high-performing educational leaders,
- d) Increasing post-secondary participation by expanding Higher Education and creating new school work pathways and higher vocational qualifications,
- e) Civic engagement and citizenship among youth and targeted strategies to confront under-performance among specific and
- f) Deprived social groups and in marginalised urban or rural areas.

The list marks many important variations that reflected policy choices on the measurement of attainment, funding, curriculum prescription, the role of government and non-government schooling providers and the structure of the teaching workforce.

The reform agenda revolves around the same governance paradigm and the on-going dominance of the public bureaucracies in managing schooling and school reform. The model responsible for educational management and improvement is coordinated through a tri-level structure (central agencies, local authorities or school districts and individual schools) that provides the setting for

standards-based reform strategies of the last generation and helps to explain both their success and short comings. The central agency makes policy, sets rules of accountability and allocates funds. The local authorities conducts planning, coordinates individual schools to operate according to the community's expectations and organisational capability. The same arrangements in the tri-level framework also take place in the internal arrangements of the schools (Bentley, 2010)

Although there were some reforms in the bureaucratic model, it seemed not to have changed radically because it was regarded as rigid, rule-based and internally focussed. The resilience of the model lies in its peculiar flexibility rather than their closed nature even though the reformer strategies worked towards injecting openness, contestability and explicit goal-setting in the functioning of the system.

Bentley (2010) argued that the bureaucratic model is adaptive although it is not designed to optimise learning outcomes for all its participants. It, however, enables its schools, administrators, teachers and other staff members to coordinate the process of continuous adaptation to changing students' identities, changing economic policy requirements in an orderly fashion, for instance, incremental process of adjustment and organisational learning. The system is implicitly geared towards maintaining the integrity of its own design.

Bentley (2010) further argues that there is a growing emphasis on innovation and diffusion that can amount to a model of systematic change relevant to governance, leadership and reform of mass schooling systems, but the conditions for systematic adoption of this approach to learning and adaption are not in place in most schools. He, however, agrees to the need for relevant systematic change in education.

4.2.8.2 The need for systematic change

There are several internal pressures in the tri-level frameworks, amongst other, the pressure of targets, monitoring progress, feeding back data and intervening in cases of low performance that advocate the need for external systematic change. Firstly, the assurance to demonstrate better attainment across all students and schools: to narrow the gap between the highest and lowest achieving students. Secondly, to respond to the ever growing range of need demands, expressed as social and cultural diversity, greater student mobility, changing students, family and employer expectations, growing economic inequalities and the geographical polarisation. Thirdly, public recognition of education as a central determinant: both for individuals and for societies to continue

to grow. Fourthly, education is also involved in wider processes of change including urbanisation and industrialisation, family formation and the renegotiation of gender roles, mass migration and the emergence of new knowledge economies (Bentley, 2010).

As a result of the above, education systems are in constant pressure to improve promptly to meet the heightened demand and also to adapt to the effects of the wider society, economic and technological changes. The challenges are to build systems which can improve their own core performance by focusing on priority outcomes such as literacy and numeracy, equity or fairness, heterogeneity and diversity as reflected in the wider society they serve.

Although the innovative and diffusion model is regarded as progressive, there are some underlying sources that might be constraints. For instance, policy makers and experts may not know the first-hand knowledge of the classroom situation while teachers may not be exposed to new practice that might make them directly accountable for generating the best possible outcomes. As part of the change strategy, challenges of the adaptive strategy might be far beyond the existing capabilities of the leadership.

Giacquinta, *et al.*, (1993), is of the opinion that the advocates of technological innovation often seem to focus on the technology itself and the goals they believe can accomplish. They do not pay much attention to the beliefs and behaviours that need to accompany a technology for it to have the desired effects on education. These are assumed to simply follow the introduction of technology and the implementers (people) and the beneficiaries of technology are treated as of secondary importance or are overlooked completely. This is also affirmed by Brummelhuis (1995) who maintained from an implementation perspective, the heart of an innovation does not reside in technology itself or even in its goals. Instead, it is to be found in the attitudes and activities that people need to adopt before they can use the technology to achieve specific goals.

In conclusion, it is opined that successful innovation systems are the ones in which a plurality of competing approaches, collaboration of problem-solving and constant interchange between specialist expertise and practical experience become embedded in the organisation, culture, and market structure of a given field.

4.2.9 System Psychodynamics

James (2009) draws upon a set of interlinked concepts known as System Psychodynamics in which he uses concepts from analytical psychology and systems theory to interpret individual and group behaviours in educational settings. He explores the reasons for the high level of affective intensity

in educational institutions because teaching evokes a whole range of feelings and learning that requires motivation which is an affective part of it. If pupils are not motivated to learn, the teacher has to engender motivation and provoke the feelings that are part of it. Teaching as an uncertain and unpredictable practice can bring the feelings of both excitement and anxiety, particularly when educational change is looming.

James (2009) is further of the opinion that when educational change is accepted, it can be energising and uplifting. But, if it is unaccepted, it can be disturbing and disorienting. The effect of unwelcomed change can be disruptive of defensive behaviour and the complex feelings that result from a loss of meaning. The defensive behaviours (social defences) protect the organisational practice against unacceptable feelings. This could be the same in schools and colleges because of the intensity of educational work.

In educational change, meaning may be discarded, deemed redundant and lost (James, 2009). When it is realised that the meaningful object no longer exist the mental energies may be withdrawn from its attachment to this meaningful object. A teacher whose work has been affected and radically changed in an unwelcomed way by educational change may find it impossible to become motivated to work in a new way and in the new setting, may withdraw from contact with colleagues, and may feel unable to “move on” from the sense of loss.

In psychodynamics theory, a number of central concepts are social defences. Ramvi (2010) maintains that the need for defence stems from emotions that are difficult to articulate, cope with and find solutions by experienced professionals. Together with external pressure on efficiency a system develops resistance to change and prohibit the workers from performing their main task. With this explanation in mind, we thus turn to social defence in educational institutions.

4.2.9.1 Social defences

According to James (2009) Social defences take five different forms which are inter-linked and can occur in combination, for example, rituals and routines, projection and introjection, regressions and repressions as well as resistance and splitting as indicated hereunder.

4.2.9.2 Rituals and routines

Rituals and routines are kind of taken-for-granted type of behaviour in an organisation. The purpose of rituals and routines in an organisation is to provide a consistent secure pattern and afford a defence against difficult feelings and also reduce the affective content pupil-teacher relation. Educational change in this regard may alter the defensive routine and the order they give and may also involve the loss of an attachment. They can be damaging to the organisational effectiveness when taken to the extreme because they can be used on organisational primary task. The protective purpose of rituals and routines and attachments to them can help explain why culture change in schools and colleges are so difficult to erase (James, 2009).

4.2.9.3 Projection and introjection

In distinguishing between feelings and emotions, James (2009) maintains that feelings are experienced while emotions are displayed. This means that all actions, including emotions are feelings that are shown to others. He explains that a teacher might heatedly argue against a proposed educational change at a staff meeting, and that feeling can be easily and consciously be experienced by all those witnessing the event and that they may feel also angry. The apparent movement of feelings in this way is known as projection.

The projected feelings are known as a process of introjection. The feelings and what they represent become part of the recipient and that is called internal object.

The moral lesson here is that those who manage educational change must learn to accept and respond to the projection of others.

4.2.9.4 Regression

Regression is when people return to a childlike state of dependency, helplessness and immaturity when faced with a difficult situation that generates threatening feelings. Although in some instances it is ineffective, regression is familiar response to the uncertainties and threats that can come with organisational change such as leadership transitions, changes in organisational objectives or radical changes in practice (James, 2009)..

4.2.9.5 Repression

Repression, according to James (2009) is a social defence that consigns threatening or painful desires, thoughts and feelings to the unconscious, thus preventing them from being experienced. A repressed thought or feeling may emerge as harmless at a later stage, but as embarrassing “Freudian slips” as it’s colloquially known.

Serious repression failures may threaten an individual’s deeply seated senses of lack of self-worth and vulnerability and provoke a sense of intense anxiety and consequently develop in denial.

In the course of educational change, a colleague who is anxious about the implications of change to a teaching programme (but is in denial about it) may persistently say how happy he is about the change and how unconcerned he is about it (the process of negation).

4.2.9.6 Resistance

This is a direct refusal to accept information, to defy, oppose a proposal, request or order of some kind. This defence results from a powerful and deeply seated sense of anxiety which in turn may result from perceived threats to an individual’s sense of identity, self- esteem and worth.

Imposed educational change may be experienced as just that kind of threat to teacher’s experience in a class or school setting and his/her well-being which is why opposition can be strong (James, 2009).

4.2.9.7 Splitting

In this regard, contradictory feelings about objects and experiences that generate painful or threatening internal conflicts are separated and perceived as either ideal or bad. In response to unwelcomed educational change and organisational stress, individuals and groups such as school leaders, the local authority, the school board or the government may be viewed as either “on our side” or “the enemy”. The split and separated feelings may be projected to other individuals, groups or institutions by means of actions driven by separated feelings (James, 2009).

If splitting and projection are persistent and widespread, it can result in a blame game in which anything unacceptable or even mistakes are always another’s fault. Taken to the extremes, it can lead to bullying where an individual or group is always the recipient of blame. Ultimately, it can

result in scapegoating where the recipient of the difficult projected feelings eventually leaves the group or organisation taking difficult feelings with them, much to the pleasure and relief of those left behind (James, 2009).

It is quite amazing that the major component of change, namely, humans can be both agents of change in an organisation but also be its' down fall because of negative social defences. The organisation can or cannot reach its full potential or better still realize its goals and mission.

4.2.10 Post-Conflict Pedagogy

In his introductory remarks, Jansen (2009) maintains that leadership in divided communities is about engaging and transforming diverse constituencies. He deliberates on the nature, purposes and consequences of leadership and educational change in post-conflict societies, invoking South African experience.

According to Jansen (2009), although South Africa managed to hold the centre with respect to racial tolerance by way of integrating schools with relative ease, the mingling of blacks and whites in public spaces such as board rooms as blacks gained economic muscle in an open capitalist society, the scars of apartheid wound suddenly open the post-apartheid era. This was a result of three racial incidents, namely, four white high school students murdered a homeless black man, an eighteen-year-old youth gunned down black inhabitants in an impoverished black settlement and four white students captured on a video attacking black women workers at the UFS, including an act that coerced the staff to ingest food on which these students had allegedly urinated.

These incidents are regarded as the unresolved problems of bitter knowledge about history, culture and politics that lay at the root of an untransformed society. This is an indication of educational change problem. What baffled Jansen (2005) and the rest of the educational communities in and outside South Africa were how it was possible that these youth did not lived during the time of the racial atrocities of apartheid could possibly hold such firm negative beliefs. Inspired by the works of Eva Hoffman and the above-mentioned incidents, Jansen (2005) concluded that the indirect knowledge results from the intergenerational transmission of spoken and unspoken knowledge from parents who were there when atrocities occurred while their children were not. Jansen (2009) further concluded that there were five influential agencies, *i.e.* family, church, school, cultural associations and peer groups that influenced bitter knowledge. This was a serious problem that needed to be challenged.

In an attempt to interrupt bitter knowledge, critical theory was also consulted Jansen (2009) to offer educational solutions. The goal of critical education is liberation, to free the oppressed from the shackles of their oppression and to take on evil systems and resist the agents of exploitation. It was, however, limited in interrupting bitter knowledge because of its side taking. In order to interrupt bitter knowledge, it is necessary to engage people involved in a troubled setting. The goal of a post-conflict pedagogy under these circumstances is to understand the emotional, psychological and spiritual burden of indirect knowledge carried by all sides in the aftermath of conflict.

4.2.10.1 *Critical theory as post-conflict pedagogy*

Jansen (2009) maintains that in dismantling oppression in divided communities, it is important to bring together black and white students into the same dialogic space. Jansen (2009) further asserts that the longer schools remain segregated; the chances of creating opportunities for post conflict pedagogy to take root are dramatically reduced. There are, however, inventive black or white teachers that can create and provide cross-cultural opportunities separately, but it is equally important that students should be brought together to avoid chances of separate knowledges being retained with the consequences of stereotype and racism. Some of the critical elements in the post-conflict pedagogy are discussed in 4.2.10.2, 4.2.10.3, 4.2.10.4, 4.2.10, 5, 4.2.10.6 & 4.2.10.7 hereunder.

4.2.10.2 *The power of indirect knowledge*

The second generation of students come to school or university with knowledge of a past in which they did not live or which they did not experience, and yet it is a knowledge that has profound individual and social consequences in their lives because it is strongly attached to their ethnic, cultural, religious, language and political identities (Jansen, 2009).

Although students do not carry knowledge of specific historical events, they carry with them thematic knowledge about conquest and humiliation, struggle and survival, suffering and resilience, poverty and discovery; and their parents' experiences with black people. The underlying ideological and emotional attachments that come with such knowledge remain more or less undisturbed albeit the absence of racial themes of apartheid in the public spaces (Jansen, 2009).

The challenge of schools or teachers in this regard is that what is taught should not only be simply intellectual decisions about appealing knowledge or a planning decision about appropriate knowledge but also a political decision about valued knowledge (Jansen, 2009).

4.2.10.3 *The disruption of received knowledge*

The indirect knowledge that students receive and carry should be directly challenged and critically engaged as matter of social justice and urgency because it reinforces the message of white students' supremacy and black students' subordination. On the part of white students, the message that a white ethnic identity in opposition to other rival identities, black, English and others is superior, assigns differential and hierarchical value to the 'subordinate' identities. The indirect knowledge has over the years damaged both black and white youth. The harm done by the indirect knowledge on the black youth is visible in their social, economic psychological and educational character (Jansen, 2009). What is most quoted in South African race relations literature and newspapers with regards to this damage is visible in white students' incapability in cross-cultural communication, the limitation of their intercultural experience and their personal psyche (superiority complex); racial psyche, namely master/equal status of a citizen (City Press, 2016).

4.2.10.4 *Importance of listening*

Post-conflict pedagogy demands a different approach in an educational setting where a teacher has to position herself to listening as opposed to a position where a teacher is to tell, to demonstrate authority and to inculcate knowledge. The Western world's insistence on open, critical and student-centred classrooms is non-negotiable as opposed to the authoritarian approach. When students initiate a question, familiar impulse of the educator is to anticipate and correct, to respond and to direct an answer towards the goals of the lesson. The position of the teacher is routinely presumed in texts and manuals on classroom management and student discipline. When difficult questions emerge, the teacher is more attentive to manage the classroom situation lest things get out of control (Jansen, 2009).

This means that the success of post-conflict pedagogy depends on a highly skilled teacher who is not only confident in the subject matter and comfortable with different students but competent to manage difficult thematic knowledge.

4.2.10.5 *Pedagogic dissonance*

Jansen (2009) draws examples from his teaching experience that dissonance occurs when a white student observes black student outperformance in a particular subject. When it is proven beyond any reasonable doubt that the high marks is of the black student white people insinuate that he/she was not the one who performed and imply that the student was aided in his academic performance. In this regard it is difficult to confront disruptive knowledge because it is likely to exacerbate the egotistical aggression.

To overcome the above scenario, it would be necessary to build a trusting relationship so that there can be an acceptance of the individual's worth.

4.2.10.6 *Importance of hope*

There was always hope that apartheid South Africa will one day see the light of democracy. This is the base of post-conflict pedagogy. Although it seemed that oppression will win the day, it was not meant to be because hope is against any sense of victimhood which traps white and black in an endlessly downward spiral of defeat. Critical pedagogy thus recognises the power and pain at play at school and society as well as its effects on youth and asks how things could be better (Jansen, 2009).

Hope further recognises and works through conditions of oppression by recognising the common bonds and bondage of white and black students, staff at the universities and colleges; teachers in schools and communities. It can only prosper with the quest for individual and collective understanding within the classroom (Jansen, 2009).

Under post-conflict conditions there can never be hope unless and until humans can accept one another within the same living and learning space to achieve some amount of self-understanding, some measure of common humanity and some degree of disrupted knowledge (Jansen, 2009).

This is further acknowledged by Bozalek, Carolissen and Leibowitz (2013) in their "Pedagogy of critical hope in South African higher education" where they state that "hope directly challenges inscribed habits of emotional attention and signifies a willingness to exist within ambiguity and uncertainty- this willingness includes changing our relationships with others with compassionate responsibility".

4.2.10.7 *The value of demonstrative leadership*

In any given circumstance, leadership plays an important role; post-conflict pedagogy is thus not an exception, particularly in racially divided communities. The quality and depth of leadership accepts as given the notion of distributed leadership and it also understands that such leadership can be student, teacher or principal leadership within any educational setting.

Jansen (2005) illustrates his experiences when he was the Dean in the Faculty of Education at the University of Pretoria. Amongst others, he mentions that outside of his formal designation, white students, staff and parents had absolutely no reason to accept his authority and that many of these people ignored him by showing no sign of acknowledgement. This to him indicated that it was a first contact with a black person in authority and that his deanship was discussed at their homes and among peers. In post-conflict situations where divides run deep, the credibility of leadership is more important than ever because the leader is crucial to convince black or white students and white staff to even consider the possibility of crossover. The daily lives of those who preach and teach about multicultural education or who espouse values of interracial community demonstrate the living out of such commitments in practice.

It must, however, be mentioned that this exercise can be costly because one runs the risk of losing friends and be alienated in the family. More than anything else, the power of demonstrative leadership, guided by the principles of a post-conflict pedagogy, can begin to comfort, to heal and reconcile the second generation in the aftermath of conflict.

Although much has seemingly been achieved by implementing a greater part of the theories at the UFS as will be indicated later, there were some disconcerting voices as one of the black student leaders lamented. In her own words she maintained “then came the cold hard look at myself and the shock that I am merely reinforcing the past...This is assimilation not transformation. I am beginning to find a way to describe this transformational abuse...The Soft Punch” (Magano, 2013).

Assimilation which is also inferred to by Van Heerden (1998): What’s happening in practice? A comparative study of teaching and learning in two desegregated South African public high schools (1998) & Smith and Oosthuizen (2006) in their work: *Eenheid in verskeidenheid in die onderwys*. No wonder that this assertion seems to be confirmed in the current educational impasse in the higher education sector.

Except the general students uprising of 1976, one of the shocking events that were experienced in the higher education sector was the fall-out between students and the various university managements in South Africa in 2015. The disagreements were caused by a number of educational aspects some of which have been touched upon elsewhere in the discourse and hereunder.

4.3 PERTINENT ASPECTS PERVASIVE IN THEORIES OF CHANGE IN RELATION TO THE PRESENT EDUCATIONAL IMPASSE

There are some pertinent aspects in the theories of change that are apparent in the discourse, for example, stakeholders, motivation, openness, personal and group behaviour, participation and vision. These aspects are also to a great extent part of the description of the concept leadership. How then do we further describe leadership as an encompassing concept in the discussions?

4.3.1 Definition of leadership in relation to impasse in higher education in South Africa

According to Business Dictionary.com- (2016) leadership involves establishing vision, sharing that vision with others so that they follow willingly, provide the information, knowledge and methods to realise that vision and coordinating and balancing the conflicting interests of all members and stakeholders. That meant establishing widely agreed upon and worthwhile direction for the organization and doing whatever it takes to prod and support to move in those directions (Sackney & Mergel, 2007). It is quite understandable that a leader steps up in times of crisis and is able to think and act creatively in difficult situations and offer constructive and workable solutions. Leadership initiatives and inputs in relation to the present higher education impasse can thus be briefly highlighted in three interrelated levels, namely, student leadership, government and institutional levels.

4.3.1.1 Observations and lessons learned from the higher educational impasse

Educational or institutional impasse in higher education seemingly started as a quiet student prank with *#RhodesMustFall* and *#FeesMustFall* followed by issues such as *End of Outsourcing*, the *#OpenStellenbosch*, *#TransformWits* and *#ReformPuk*, that ultimately ended up with violence, court cases and mistrust on many historically white campuses. In the first instance, students demanded the removal of statues of former prominent political and influential figures of the

apartheid era and in the second instance, students demanded cancellation of registration fees that would ultimately culminate in free and decolonised education. These demands emanated from two major challenges, namely, alienation and access. Students' alienation is reflected as valid concerns regarding institutional racism and questioned the institutional identity which seemed to be unwelcoming (Habib, 2016), as partly demonstrated by symbols such as statues, language and the naming of buildings on campuses. Access, on the other hand, is seen as a denial of talented students from poor communities albeit the observation that SRC's over the years have spent thousands of rands on pool parties, beauty pageants, music festivals, food, entertainment and newcomers' balls Govender (in Sunday Times, 2016) instead of rescuing the poor gifted students. Paradox at its best! These challenges needed to be urgently addressed by all the stakeholders including university management and government involvement.

Some lessons observed and learned from the recent educational impasse are as follows:

Firstly, student leadership and sympathisers raised a red flag on those crucial issues that won sympathy and led to concessions that included funding to top up student fees. It must be argued though that it was an opportune time for protests to be turned into negotiations so that a list of transformation goals and time frames for implementation of changes could be agreed upon but unfortunately there was a messy start to the 2016 academic year in many of the South African tertiary institutions. According to Bawa, the CEO of Universities South Africa, it will cost the university sector between R400-million and R2-billion extra expenditure to insource services and if the country moves the direction of a fees-free regime, some universities will collapse in three months Macupe (in Sowetan, 2016). Allowing higher education to collapse over funding will have dire unintended consequences that could cripple societies.

Secondly, there is a huge need for transformation, not only in the way fees are structured and how institutions of higher education treat contentious issues on campus, but also the important consideration of quality taught in universities, for instance, the development of a core undergraduate curriculum and the review of curriculum with two-pronged focus on streamlining the curriculum and aligning it with the Higher Education Qualifications Sub-Framework; and bench-marking of the curriculum against international and national disciplinary standards (Looking back into the future: a transformation report of the UFS 2004-2014).

Thirdly, the South African constitution and a number of educational documents; and policies on higher education required the state and public institutions to address both the historical disparities of its past and to build a new national identity among all the citizens.

Fourthly, the three tier spheres of educational influence could have long averted the impasse from happening. But sadly the political will or imagination to do that was and is still found wanting.

Fifthly, various interpretations were attached to the Freedom Charter, *viz.*, “**THE DOORS OF LEARNING AND OF CULTURE SHALL BE OPENED!**” (Congress of the People, 1955). To other people, promises were made and as usual never unfulfilled. Other groupings believed that, a certain portion of the student population, namely, the gifted children of the poorest of the poor should enjoy free education and other categories of the population such as working parents should pay portion of the school fees.

Lastly, perception has been created to the general public and students that there is an inexhaustible source of government revenue.

For example, the recurring financial bailout of the ailing parastatals, the high levels of alleged corruption, mega spend on Nkandla, golden handshake for the unproductive bureaucrats, huge salaries for politicians and avaricious tenders are interpreted as brazen acts of disregard of students’ educational aspirations. The ruling party’s behaviour is interpreted as degenerated and unresponsive to political force. South Africans particularly students in the Higher Education sector are asking hard questions about the ruling party’s leadership and its role in the state. Birth has been given to authoritarian populism. These and others are regarded as sources of discontent among student leadership and the underlining causes of the lack institutional transformation in the country.

Various and desperate attempts were made to get students to classes more so that end of the year academic tests and preparation for the final examinations was nigh. The impasse had both positive and negative spin-offs on higher education stakeholders. Firstly, it must be accepted that the *#FeesMustFall* campaign was a genuine concern of students from poor families, government and universities. However, it sometimes appeared that the campaign appeared to have some political undertones, *i.e.* students affiliated to political parties were discreetly or indirectly involved in the campaign. Intimidation and the destruction of properties on campus were reported daily. Secondly, students and parents from poor backgrounds would financially and educationally benefit if the government acceded to the demands. However, some students from the affluent backgrounds might also take advantage of the availability of funds and demand assistance. Thirdly, the established Heher Commission of Inquiry into Higher Education Training (2017) recommended, amongst other, that state should without delay recognise and implement an obligation to fully fund the very poor and the “missing middle” and the TVET students to augment the NSFAS which

proved to be inefficient and ineffective. In contrast, youth from some political parties on campuses demand that all students should be exempted from payment. Fourthly, the partying and wastage of the resources as indicated elsewhere in the discourse might also escalate since there will be free for all resources.

Fifthly, although education is one of the priorities in the developing countries such as South Africa, it is unfortunate that this appears at the time when there is global economic slowdown and South Africa is also affected. This might affect other priorities such as broadening economy for job creation and other economic derivatives. Sixthly, a dependency syndrome in which the government is the sole provider might be entrenched and perpetuated, particularly among the poor families.

The *#FeesMustFall* protests do not augur well for students, universities, government and the entire country due to the present economic status of the country. Hence an urgent and well-thought compromise was needed at all costs.

4.4 SELECTED THEORIES OF CHANGE AND CONSTRUCTS

The five selected theories from which pertinent questions have been formulated were also used to identify the constructs and also the content of the constructs.

The scheme hereunder indicates the theory and the main constructs followed by the content of the constructs. The significance of the scheme will be apparent in the subsequent chapter.

Table 4.1: Theories of change, constructs and content of constructs

Theory	Constructs	Content of constructs
<p><i>Survival is optional: Only leaders with new Knowledge can lead Transformation</i></p>	<p>constructs</p> <ol style="list-style-type: none"> 1. Knowledge & transformation 2. Actors in Transformation 3. Spaces in Transformation 	<ul style="list-style-type: none"> a) Innovation & experimentation b) Power Relations c) Critical reflection, beliefs, values d) Keeping context in perspectives a) Effective leadership b) Vision & future orientation a) Including a diversity of voices

<p><i>Action Theory</i></p>	<ol style="list-style-type: none"> 1. Motivation 2. Capacity Building 3. Learning context 4. Changing context 5. Reflective action 6. Tri-level engagements 	<ol style="list-style-type: none"> a) Moral purpose, capacity, peer & leadership. b) Strategies for collective effectiveness of a group. c) Strategies for opportunities for learning context. d) Capacity building for institutions. e) Shared vision, ownership & behaviour change outcome.
<p><i>Innovation & Diffusion Theory</i></p>	<ol style="list-style-type: none"> 1. Openness 2. Networking 3. User-driven 	<ol style="list-style-type: none"> a) Transparency, access, creating, refining & sharing knowledge b) Rapid transference of material across institutional sectors. c) A new level of empowerment for participants as previously regarded as redundant.
<p><i>System Psychodynamics</i></p>	<ol style="list-style-type: none"> 1. Rituals & Routines 2. Projection & introjection 3. Regression 4. Repression 5. Resistance 6. Splitting 	<ol style="list-style-type: none"> a) Taken-for-granted behaviour. b) Internal world to external subjects c) Childlike state of dependency. d) Painful desires & feelings to unconscious. e) Refusal to accept information f) Contrary feelings about objects & experiences.
<p><i>Post-conflict Pedagogy</i></p>	<ol style="list-style-type: none"> 1. Power of indirect knowledge. 2. The disruption of received knowledge. 3. Importance of listening 	<ol style="list-style-type: none"> a) 2nd generation student-knowledge of the past. b) Past indirect knowledge to be challenged.

	<p>4. Pedagogic dissonance</p> <p>5. Importance of hope</p> <p>6. The value of demonstrative leadership.</p>	<p>c) Listening opposed to authoritative approach.</p> <p>d) Performance of black & white students</p> <p>e) Democracy will be enjoyed in SA.</p> <p>f) The quality & depth of the distribution leadership.</p>
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4.5 CONCLUSION

As a central theme to the discourse, the main ingredients of the theoretical perspectives on change have been discussed in detail *vis-à-vis* transformation. All the theories contributed immensely to this research endeavour albeit differently. For example, three main constructs in Survival is Optional are: knowledge for transformation, actors in transformation and space for transformation.

Action Theory maintained that there are seven core premises that underpin the use of change knowledge, namely, motivation, capacity building, learning context, changing context, reflective action, tri-level engagement and persistence as well as flexibility for change to stay in course. Innovation and diffusion as a theory of change highlighted three main features of the theory: Openness, networking and user-driven. System Psychodynamics used relevant change concepts from analytical psychology to explain change. Moving change theory provided conceptual tools for describing, studying and explaining the process as it plays out over time at different levels. The theory of involving children and young people in educational change as the title suggests, youth involvement and participation as well as active citizenship are important for institutional and educational improvement.

To seek, to strive, to find and not to yield is concerned with vision which often describes the goal of an institution and tends to be a purview of organizational and institutional leadership. The theory of educational leadership in racially divided communities has to do with community engagement and involvement in transforming diverse constituencies in an educational institution. Although there is no particular author of this theory, the multi-layered transformation came into existence due to attempts made by many South African universities to be multi-pronged in tackling educational challenges facing higher education sector.

Due to lack of courage, political will and determination, perhaps also expertise, government and some university executives seem not to have used part or some and perhaps most of the theories

of change in their institutions. It cannot, therefore be completely ruled out that student protests are justified.

From numerous theories of change discussed above, five of the most encompassing theories have been selected to construct analysis of framework so as to screen data with the survey results as well as the selected documents in the research methodology.

4.6 SUMMARY

A number of educational theories have been discussed in relation to transformation, namely. Moving Change-evolutionary perspectives on educational change, involving children and young people in educational change-possibilities and challenges, multi-layered transformation as a theory of change, to seek, to strive, to find, and not to yield- a look at the current conceptions of vision in education, survival is optional-only leaders with new knowledge can lead the transformation, theory of action, a force for school improvement, innovation and diffusion as a theory of change, *The Psychodynamics of educational change*, (2009), and educational leadership in racially divided communities.

This served as a base for the research methodology in the subsequent chapter.

CHAPTER 5 : RESEARCH METHODOLOGY

5.1 INTRODUCTION

A description of the research methodology is highlighted. Due to the intimate link between research design and the application thereof the findings will be dealt with in a chapter of its own. A summary of the two survey instruments will also be discussed.

5.2 METHODOLOGICAL CHOICES

This study followed a qualitative research approach within an overarching interpretivist paradigm. Most of the characteristics of the qualitative approach apply to this study, for example, understanding and giving meaning. Taquette (2014) maintains that qualitative methods attempt to understand the meaning given by the subject to actions and words. Sullivan (2011) adds that qualitative approaches are used when the potential answer to a question requires an explanation, not just a straight forward yes/no. Lastly, Creswell (1998) concurs that qualitative research takes place in a natural setting where the researcher is an instrument of data collection and gathers words or pictures, analyses them inductively, focuses on meaning of participants, and describes a process in expressive and persuasive language. The characteristics mentioned in the above literature are linked to the characteristic elements to the study. The study seeks to *understand or give meaning to transformation at the UFS*. In doing so, a thorough explanation is given to the concepts in the study. This study takes place in a particular setting which is the University of the Free State. Theories of change underlying the process are also explained and analysed. The results of the study are not given in a numerical form but are explained to the reader.

The characteristics of an interpretivist paradigm also steered the interpretive analysis put into my work. Citing from Guba and Lincoln (1989), Kivunja and Kuyini (2017) maintain that the central endeavour of the interpretivist paradigm is to understand the subjective world of human experience. In this regard, emphasis is placed on understanding the individual and their interpretation of the world around them. The characteristics that are in synchronicity with my study are: understanding and that reality is socially constructed in subjective manner. For instance, Willis (2007) maintains that qualitative approaches often give rich reports that are necessary for interpretivists to fully understand contexts. Thomas (2003) further adds that qualitative methods are usually supported by interpretivists because the interpretive paradigm portrays a world in

which reality is socially constructed, complex and ever changing. McQueen (2002) concurs that interpretivist researchers seek methods that enable them to understand in depth the relationship of human beings to their environment and the role those people play in creating the social fabric of which they are a part. The main characteristic element of the study relevant to the characteristics in literature is the subjective interpretation of various Higher Education policy documents and the UFS Ministerial Reports. Other documents consulted and interpreted are the primary and secondary sources that included books, magazines and newspaper articles, as well as published and unpublished papers on Higher Education.

The research design was a document analysis drawing on Jacobs' (2012) Critical Hermeneutics. This design draws on both hermeneutics and critical theory and was employed as a research methodology in the larger study to construct constitutive meaning, namely to find meaning in the hidden world of institutional culture. According to Jacobs (2012) Critical theory on one hand is an emancipatory approach that enables us to dig beneath the surface of social life and uncover the assumptions that keep us from fully understanding how the world works. She further contends that Critical Hermeneutics holds that the meaning we note on the surface makes up the mere periphery of much deeper layers of meaning. Jacobs (2012) maintains that the Institutional texts or documents can only be understood taking into account the cultural context as it developed historically, the notion also acknowledged by (Levers, 2013). Familiarity with the historical context of the university that is studied leads to better understanding of texts. Of course, working against the own biases is an integral part of applying Critical Hermeneutics.

Documentary analysis as a qualitative research method was also applied by King, Nancarrow, Grace and Borthwick (2017). Their choice of working with documents was, firstly, a document analysis that was undertaken as a literature review with principles of a systematic review such as search terms. Secondly, a grey literature, namely, government publications, government agency reports, gazettes and legislation agencies, academic institution and professional associations in printed and electronic formats was used. In my study, education policy documents as cited hereunder were used.

5.2.1 Education Policy Documents

The UFS transformation policy documents on Higher Education, namely: the UFS Annual Reports to the Minister of Higher Education between 2007-2017 as well as the selected reports on

transformation within the UFS, for example, Ramahlele (2007), Dumela (2007), Jansen (2012), Institute for Reconciliation and Social Justice (2013) and randomly chosen Transformation Reports of the UFS have been perused and analysed.

Steps that I followed in my interpretive reading of documents loosely follow Ritchie and Spencer (1994) in their document analysis procedure.

Firstly, involve familiarisation. This refers to data collection through intensive literature review on the government education policy documents, documents on transformation on the broad sense and also transformation at the Higher Education institutions including the UFS.

Secondly, identification of thematic framework in which emerging themes or issues in the data set will be recognised.

Thirdly, indexing which means identification of portion or sections of the data that has been gathered through literature review.

Fourthly, charting that refers to data arranged in charts of the themes.

The last stage is mapping and interpretation that involves the analysis of the key characteristics as set out in the schema.

To help me in presenting the findings of my interpreting labour, I devised a table with the following elements:

- i) **Characteristics of a theory**, presented in numerical order, indicate a particular characteristic from a particular theory. I compared this characteristic heuristically with the selected document.
- ii) **Statements** are extracts from either one of the two survey instruments, for example, items denote research items in 1, 2 and emerging concepts in 3, 4, 5 and 6
- iii) **Support Theory** denotes that a theory is in agreement with the characteristics and or statements.
- iv) **Neutral** indicates that a theory is not supported enough nor is in large agreement with characteristic/statement.
- v) **Oppose Theory** indicates that a theory is not in agreement with characteristic/statement.

This table structure was painstakingly populated for each document that was analysed by each of the five chosen theories. See Addendum A (TABLES) for the results of this process. For the

readers' sake, due to the large number of tables, I summarised and discussed the content tables.

Four important aspects of methodology that will unfold are discussed hereunder.

The results of the two surveys, namely:

- i) Perceptions regarding race and ethnic issues at the UFS are first discussed including statements and responses thereof.
- ii) This is followed by the stake-holders' perception audit at the UFS and the percentage of responses in the period 2005, 2008 and 2014.
- iii) An analysis framework constructed in a form of questions (characteristics) derived from the schema on change theories, constructs and content of constructs.
- iv) *Theories of change in relation to: 1) perceptions regarding race and ethnic issues on campus, 2) Stakeholders Perception Audit, 3) education policy documents, 4) publications advocating change, 5) publications advocating transformation at the UFS and 6) the annual reports to the Minister of Education will be recorded on the example of the assessment scale hereunder.*

5.3 SUMMARY OF TWO SURVEY INSTRUMENTS

In this section I provide a summary of the properties of the two survey instruments, namely, the perceptions and experiences of students and staff regarding race and ethnic issues at the UFS (Louw, Jooste and Makae, 2011) and the results from a Perception Audit (Dumela 2014). I do this because the two surveys and their results may not be easily obtainable by readers from outside the UFS.

5.3.1 Perceptions and experiences of students and staff regarding race and ethnic issues

Student participants. The UFS student numbers in 2010 consisted of 63% blacks (Africans), 31% whites, 5% Coloureds and 1% Asians. Student numbers regarding gender amongst the races were 24% black males and 39% black females, 14 % white males and 16% white females, 2% Coloured males and 3% Coloured females; and 1% Asian males and 1% females. The distributions of the student population to some extent reflected the country's population demographics regarding gender. The ratio between males and females in the country was 49%: 51% and at the UFS the ratio between students was 41%:59% male and female respectively (UFS: Directorate for

Institutional Research and Academic Planning, 2011).

It should be noted, though that when Asian and Coloureds students were divided according to gender, it was evident that the groups were too small and could not be used significantly in further analysis. However, when race and gender were investigated separately, the total group of 639 was involved in the study.

Staff participants. The staff population also to some extent reflected on the country's population demographics according to gender, namely, (41%:58%) male and female respectively (Statistics South Africa, 2010). Consequently, it was decided to work with only two groups in further analysis, namely, white staff and the rest (black, Coloured and Asian). Further, it was clear that the situation (very small groups) was problematic when staff members of the various races were divided according to gender.

When the results of students and staff members were compared, an attempt was also made to test the interaction between group (student/staff) and race. In this case the compilation of groups was as follows: Group 1 (only black students), and Group 2 (only white students), Group 3 (Asian, black and Coloured staff members) and Group 4 (white staff members).

Measuring instruments. A self-developed instrument on diversity was developed for staff and students participants. The instrument was divided into two sections. 1) The biographical particulars in which respondents indicated their personal information 2) The Likert-type scale in which students and staff reported their level of agreements or disagreements with regard to a large variety of statements concerning diversity.

Statistical analysis. The aim of the statistical analysis was to determine whether there were significant differences in the mean scores of the participants' perceptions to diversity.

A multivariate analysis of variance (MANOVA) was used to accommodate the presence of several independent (race, gender and group-students and staff) and dependent (perceptions of diversity) variables (Howell, 2007).

If the MANOVA analysis revealed a significant result (F-value), the analysis was followed by the univariate analysis of each dependent variable. If more than two categories (as in the case of interactions) in relation to an independent variable were established, the Scheffé-procedure was implemented to establish which of the subgroups' mean scores on the independent variable differed significantly.

To determine the practical application of the results, effect sizes were calculated. Steyn (1999) proposes the following guidelines when interpreting effect sizes, namely, $f=0.1$ (small effect), $f=0.25$ (medium effect) and $f=0.4$ (large effect). Significant results on a 1% or 5% level of significance were accompanied by calculated effect sizes, and discussions were limited to medium and large effect sizes. Analysis was done with computer Inc., (2003).

5.3.1.1 Perceptions and experiences regarding race and ethnic issues at the UFS and the analysis frameworks

As part of the transformation initiatives on the racist UFS campus (Moja, 2008, Jansen, 2014), a racial survey conducted at the UFS yielded interesting outcomes. The average perception to race and ethnic issues scores were investigated for the four student racial groups at the UFS. The open statements reflected the racial and ethnic relations on campus.

Question 13a: Since coming to this University my loyalty to my own race has strengthened:

Black students have achieved a significantly lower average than all three remaining race groups with regards to their perception concerning this aspect. *In comparison with the other three groups, black students to a greater extent agree with the aspect.*

Question 13b: Since coming to this university my loyalty to my own ethnicity has strengthened:

Black students have again obtained a significantly lower average than all the three remaining race groups with regards to their perception concerning this aspect. *In comparison with the three groups, black students to a lesser extent agree with this aspect.*

Question 22: Racial discrimination is a serious problem on campus:

White students have obtained a significantly higher average than all three remaining race groups with regard to their perception concerning this aspect. *In comparison with the other three groups, white students to a lesser extent agree with this aspect.*

Question 23a: Most students have close friends from different race groups:

Black students have obtained a significantly higher average than all the three remaining race groups with regards to their perception concerning this aspect. *In comparison with the other three groups, black students to a lesser extent agree with this aspect.*

Question 28a: I would mind if people of different ethnic groups become my neighbours,

especially within my race: White students have obtained a significantly lower average than all

three remaining race groups with regard to their perception concerning this aspect. *In comparison with the other three groups, white students to a greater extent agree that they would mind if people of different race groups become their neighbours.*

Question 28b: I would mind if people of different ethnic groups become my neighbours, especially not within my ethnicity: White students have again obtained a significantly lower average than all the three remaining race groups with regards to their perception concerning this aspect. *In comparison with the other three groups, white students to a greater extent agree that they would mind if people of different ethnic groups become their neighbours, especially not within their ethnicity.*

Question 30a: Immigration of foreign people to SA should be strictly regulated regarding black persons from other African countries: Black students have obtained a significantly higher average than all three remaining race groups with regard to their perception concerning this aspect. *In comparison with the other three groups, black students to a lesser extent agree with the statement.*

Question 30b: Immigration of foreign people to S.A. should be strictly regulated regarding white persons from any country: Asian students have obtained a significantly lower average than black and white students with regard to their perception concerning this aspect. *In comparison with black and white students, Asian students to a greater extent agree with the statement.*

Question 30c: Immigration of foreign people to S.A. should be strictly regulated regarding persons from Asia: Black students have obtained a significantly higher average than the three remaining race groups with regard to their perception concerning this aspect. *In comparison with the other three groups, black students to a lesser extent agree that immigration of foreign people to S.A. should be strictly regulated regarding persons from Asia.*

Question 41: I am proud to be a member of the S.A. rainbow nation: Black students have obtained a significantly lower average than white students with regard to their perception concerning this aspect. *In comparison with white students, black students to a greater extent agree that they are proud to be members of the S.A. rainbow nation.*

Question 44: I am afraid to differ with members of other racial groups for fear of being called a racist: White students have obtained a significantly lower average than all three remaining race groups with regard to their perception concerning this aspect. *In comparison with the other three groups, white students to a greater extent agree with this statement.*

Question 46: Unlike the past, at present the colour of your skin does not determine your career success: Asian students have obtained a significant lower average than black; Coloured and white students with regard to their perception concerning this aspect. In comparison with black, Coloured and white students, Asian students to a greater extent agree with the statement. Black students have also obtained a significantly higher average than Coloured and white students with regard to their perception concerning this aspect. *In comparison with Coloured and white students, black and Asian students to a greater extent agree with this aspect.*

Question 49: I want to have my language protected by law: Asian students have obtained a significantly higher average than black, Coloured and white students with regard to their perception concerning this aspect. In comparison with black, Coloured and white students, Asian students to a lesser extent agree that their language should be protected by law. Coloured students have also obtained a significantly higher average than black and white students with regard to their perception concerning this aspect. *In comparison with black and white, Coloured students to a lesser extent agree that their language should be protected by law.*

Question 50: I want my religion protected by law: Asian students have obtained a significantly lower average than black, Coloured and white students with regard to their perception concerning this aspect. In comparison with black, Coloured and white students, Asian students to a lesser extent agree that their religion should be protected by law. Coloured students have a significantly higher average than black students and white students with regard to their perception concerning this aspect. *In comparison with black and white students, Coloured students to a lesser extent agree that their religion should be protected by law.*

Question 51: All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others: In this regard Asian students have obtained a significantly lower average than black, Coloured and white students with regard to their perception concerning this aspect. *In comparison with black, Coloured and white students, Asian students to a greater extent agree with the statement. Coloured students have also obtained a lower average than white students with regard to their perception concerning this aspect. In comparison with white students, Coloured students to a greater extent agree with this aspect.*

Next I provide the results from a Perception Audit at the UFS in February 2014 with one of the objectives to reinforce the university's commitment to stakeholders' engagement and to its core values of academic excellence and human reconciliation.

5.3.2 Stakeholders' Perception Audit at the UFS 2013

The project started at the end of 2013 with the development of research modelling and methodologies by the Department of Communication and Brand Management in conjunction with an institutional project overview committee. Nineteen stakeholder groups were identified and quantitative and qualitative methodologies were used in the survey construction.

The completed questionnaires numbered at 2 381 in total, while more than 600 pages of open-ended comments were received and analysed. The questionnaires contained the following two questions.

- 1) Stakeholders of the UFS indicated in the audit that they support/endorse the university's mission, vision, values and strategic goals. Why do you think there is a shift in perception?
- 2) What contribution do you think the university leadership made in this shift in perception?

Reporting included recommendations as to a broad-based strategy. Detailed action plan took place in a structured process at planned audit reporting sessions (Dumela, 2014).

Similar research endeavours were conducted in the previous years, namely, 2005 and 2008. According to Loader in Dumela (2014), while a direct comparison of findings against indicators that surfaced in 2005 and 2008 would not be psychometrically rigorous due to different sampling, research modelling and methodology as well as administration techniques, an attempt was made to indicate the findings for similar dimensions, where possible.

Table 5.1: Comparison of the Stakeholder perceptions

<i>Similar variable</i>	<i>2005 External Perception Audit</i>	<i>2008 Repositioning Study</i>	<i>2014 Stakeholder Perception Audit</i>
Leadership	71.96%	47%	79.07%
Campus	63.63%	-	80.13%
Community service	65.15%	58%	78.25%
Academic excellence	64.51%	75.2%	77.35%
Employability	71.21%	-	79.57%
Administrative processes	66.66%	-	-
Reputational indices	66%	42%	77.82%
Communication	-	51%	76.33%
Living the values	65.9%	53%	71.27%
Corporate identity/brand	56%	44%	84.6%
Trust/ ethics	71.96%	-	77.82%

Dumela, May Issue Two/2014

The comparison of the stakeholders perceptions over the years indicate clearly the improvement of the perceptions on the variables mentioned. On further unpacking the results of 2014 with additional variables, the picture is portrayed hereunder.

The media release Dumela (2014) indicated the following:

- 1) 86.14% of its internal and external stakeholders agree with the institution's stated vision, while an average of 81.99% of stakeholders endorse its values and 81.28% agree with its goals.
- 2) In terms of the stated values of the UFS, high academic standards were ranked by 90.11% of stakeholders as the most important ranking value of the UFS, while student leadership was ranked second at 82.07%.
- 3) In terms of contributory reputational variables; ethics of leadership, academic staff and support personnel ranked the highest at 79.97%, while employability of the UFS graduates in terms of perceived value of a UFS qualification and leadership qualities, life skills, as well as institutional leadership effectiveness in terms of vision, visibility and consultation both rate at more than 79%.
- 4) Stakeholders rate the visual appeal of the university's campus environment and infrastructure at 86.97%, accessibility at 83.40%, sporting facilities at 79.56% and safety on all three campuses at 75.69%.

CHAPTER 6 : FINDINGS

6.1 INTRODUCTION

The results of the study are outlined in this chapter. The main purpose of the study was to reveal the theories of change that were at play in the transformation process at the UFS. Subsidiary purposes were to identify educational theories that sufficiently clarify the transformation initiatives at the UFS and the conceptual lessons that this analysis can reveal for the sustainability of transformation at the UFS. In pursuance of the above-mentioned purposes, Meta-Analysis was performed on the results of a survey that aimed at determining the perceptions and experiences of students and staff regarding race and ethnic issues at the UFS and the results from a Perception Audit in order to construct an analysis framework.

6.2 ANALYSIS AND INTERPRETATION

Comparative scores obtained from the change theories in relation to perceptions regarding race and ethnic issues at the UFS, Stakeholders' Perception Audit at the UFS, the education policy documents, research articles advocating change in the South African HE sector, research articles advocating transformation at the UFS and the Annual Reports of the UFS to the Minister of Education and Training are analysed and interpreted hereunder:

In general the results, in relation to perceptions regarding race and ethnic issues at the UFS indicated mixed responses on the questionnaire items. Respondents seemed to be ambivalent and unsure of the race issues. However, 35% of Coloured respondents indicated that relations were not that bad and were likely to improve as time goes on. A 55% of White respondents seemed to enjoy the status quo whilst 65% of black respondents were totally dissatisfied about the state of affairs on race relations on campus.

The results of Characteristic 1-10 of **Perceptions regarding race and ethnic issues at the UFS** spread over the five change theories are indicated. In this regard, **Action Theory** was the most prominent as indicated by a highest support score. The least prominent theory was **Innovation and Diffusion Theory** with the lowest support scores and the highest neutral scores. Although Post-Conflict Pedagogy had the second support scores, it had also the most oppose scores.

The results of Characteristic 1-10 of **Perceptions regarding race and ethnic issues at the UFS** spread over the five change theories are indicated. In this regard, **Action Theory** was the most prominent as indicated by a highest support score. The least prominent theory was **Innovation and Diffusion Theory** with the lowest support scores and the highest neutral scores. Although Post-Conflict Pedagogy had the second support scores, it had also the most oppose scores.

Looking at both the comparison of the Stakeholder perceptions and the media release in Dumela (2014) there is definitely a strong indication that the perception of the stakeholders has positively shifted.

The results of Characteristic 1-10 of **Stakeholders' Perception Audit at the UFS** spread over the five change theories are indicated. In this case, Survival is **Optional and Action theories shared** the prominence, seconded by the Post-Conflict Theory. The least prominent theory in this regard is **Innovation and Diffusion Theory**. Only Innovation and Diffusion had 40 scores in Neutral and 10 scores in Oppose. Psychodynamics and Post-Conflict had 40 and 20 respectively.

The results of Characteristic 1-10 of the **Education Policy Documents** spread over the five Theories of change are indicated. In this regard all 5 Theories of change were equally scored.

The results of Characteristic 1-10 of **Research articles advocating change in South African HE sector** are indicated. In this instance, all 5 Theories of change were equally scored.

The results of characteristic 1-10 of **Research articles advocating transformation at the UFS** spread over the five the Theories of change are indicated . In this regard all 5 Theories of change were scored equally.

The results of characteristic 1-10 the **2007-2016 UFS Reports to the Minister of Higher Education** spread over the five Theories of Change was equally scored.

The overall results indicated that Action Theory was the most prominent, followed by the Survival Theory and the rest, namely, Innovation and Diffusion, Psychodynamics and Post-Conflict theories were the least prominent. It is also very clear that an even spread of all five theories are easily found in the policy documents and the UFS generated documents.

6.3 SUMMARY

The performance of the theories in relation to the documents is summarized in terms of their prominence hereunder:

Action Theory was the most prominent with regard to perception regarding races and ethnic issues at the UFS. It was followed by Survival is Optional Theory. The three theories, namely Innovation and Diffusion, Psychodynamics and Post-Conflict came out equally as third.

The responses of change theories in respect to Education policy documents, Research articles advocating change in the South African HE sector, Research articles advocating transformation at the UFS and The Annual Reports of the UFS to the Minister of Education were equal. That suggested that the other three change theories, namely, Innovation and Diffusion, Psychodynamics and Post-Conflict were fierce contenders regarding prominence based on the narrow margin of their scores.

Leadership as elucidated in the Survival theory further meant that only leaders with new knowledge can lead the transformation. The saying seemed to hold water. According to Bahadur & Tanner (2012) leadership is crucial in the process of transformation because the need for transformation must be perceived, understood and communicated effectively. Leaders need to challenge the status quo and provide alternate visions of what is possible. Leaders are also important as they can take advantage of policy windows and manage conflicts that may emerge during transformational process. In simple terms leaders can spur action.

Table 6.1: Summary of the overall performance of the theories of change at the UFS

<i>Change Theories</i>	Action	Survival	Post-Conflict	Psycho-Dynamics	Innovation
<i>Aggregate Scores</i>	621	556	555	508	487

CHAPTER 7 : DISCUSSION ON THE APPLICATION OF THE SELECTED THEORIES IN DOCUMENT ANALYSIS AND THE SURVEY INSTRUMENTS

7.1 INTRODUCTION

Ten prominent characteristics in the form of questions (*in italics*) from each of the five randomly selected educational theories, namely, *Survival is Optional*, *Action theory*, *Innovation and Diffusion*, *Change Theory*, *System Psycho-dynamics* and *the Post-Conflict Pedagogy* are discussed in relation to the survey on Perceptions regarding race and ethnic issues at the UFS and the Stakeholders Perception audit at the UFS as well as the transformation policy documents, research articles advocating change, research articles advocating transformation at the UFS and the annual reports of the UFS to the Minister of Education in order to deepen the understanding of the institutional transformation at the UFS. Some characteristics emanating from the theories might be pervasive and relevant to all, some might be partially relevant and others might be irrelevant.

The structure of the chapter is as follows:

- At least ten prominent characteristics for each of the theories are first provided in the form of questions posed during the document analysis,
- then a discussion of each characteristic is provided in relation to the documents perused,
- followed by summaries of the main findings of the exercise of matching the theories' characteristics to the documents' conclusions.

The evidence of the empirical process followed is provided as Addenda. The documents so empirically tested include: The survey on perceptions and experiences of students and staff regarding race and ethnic issues on campus, and stakeholders' perception audit at the UFS (discussed earlier in 5.2.1.1 and 5.2.2.1. respectively), Concepts emerging from the education policy documents, research articles advocating change, articles advocating transformation at the UFS and annual reports to the Minister of Education.

7.1.1 The prominent characteristics of the Survival is Optional Theory

- 1) What were the prerequisites for a *radical change* in a formerly racially divided UFS?
- 2) How did *power relations* at the UFS successfully negotiate to empower stakeholders to be change agents?
- 3) What role did *critical reflection, beliefs and values* play in the educational change of the UFS?
- 4) How did the developed initiatives mediate between *knowledge and the interests of different stakeholders* at the UFS?
- 5) What role did *leadership* in a transforming educational institution (UFS) play in challenging the status quo?
- 6) As an expression of immediately desired change, how did *vision* affect transformation processes at the UFS?
- 7) What critical involvement did *diverse stake-holders in decision-making* processes in the transformation play at the UFS?
- 8) What role did *policy windows* play in the transformation of the UFS?
- 9) What role did the *vision of leadership, in particular*, play in the aggregation of the other components of transformation at the UFS?
- 10) How are *transformational initiatives* oriented around *long-term visions* of the future at the UFS?

7.1.1.1 *Survival is Optional Theory's characteristics in relation to the documents perused*

As mentioned before, these documents include: the survey on Perceptions regarding race and ethnic issues at the UFS; the Stakeholders perception Audit at the UFS; Education policy documents, research articles advocating change, research articles advocating transformation at the UFS and the UFS annual reports to the Minister of Education.

7.1.1.1.1 *Descriptive account of the characteristics of Survival is Optional Theory*

Characteristic 1 deals with the prerequisites for a *radical change* in a racially divided institution. It is accepted that some of these perceptions are mentioned in NEPI (1992) as a result of consultations with and participation of students, staff and the general public. NCHE (1996) also emphasised co-operation and partnerships between higher education and society. Education White

Paper 3 (1997) committed the ministry of education to the stakeholders' participation in the development and formulation of the policy. The National Higher Education Plan (2001) gave guidance to institutions to meet educational goals. Guidelines for Mergers and Incorporations (2003) advised institutions to be inclusive, consultative and allow stakeholder participation. The Report of the Ministerial Committee on Transformation (2008) maintained that there was a lack of transformation policy and a lack of sense of belonging of stakeholders and that something should be done about it. The Oversight Committee on university transformation (2013) added that combating discrimination and promoting inclusive institutional culture for staff and students should be part of transformation. Prerequisites for radical change according to HESA (2014) can be brought about through five critical areas in higher education such as access, research and epistemological transformation, introduction of young academics to replace elderly academics and higher education landscape and funding.

In the research articles advocating change, for example. Adam, Barents & Wolpe (1993) indicated that some prerequisites for a radical change, e.g. in a former racially divided UFS, were the redress of social and structural inequalities as well as educational development as important objectives of the post-school education.

Research articles advocating transformation at the UFS indicated the establishment of the Student Transformation Committee through which there would be an increase of female students, black staff (academic, administrative and general workers).[add two references]

Due to the above-mentioned increases there would also be an introduction of a range of policies applicable to the UFS such as sexual harassment policy, and implementation of employment policy as well as the recognition of a workers' union (NEHAWU).

The annual report of the UFS to the Minister of Education submitted in 2003 indicated that the critical issues regarding transformation were equity employment, campus climate and students' profile, restructuring of the university, language policy and the institution's social responsibility, for instance, responsiveness.

Characteristic 2 deals with the *power relations* that were successfully negotiated at the UFS to empower stakeholders to be change agents. Relevant government education policy documents are: NEPI (1992) that indicated that the UFS was faced with the challenge of improving teaching and learning on the first year students' experience so that they can be change agents on campus and the country on completion of their studies. NCHE (1996) is covered in the co-operation and

partnerships among institutions in which stakeholders (staff and students) are encouraged to be change agents in the higher education sector.

In the research articles advocating change in general, Badat (2007) observed a number of achievements obtained on all university campuses in the country including the UFS. He further observed de-racialisation of students and positive daily occurrences that brought significant changes on campuses.

The institutional culture and the establishment of campus-wide ownership of the institutional charter of the process of diversity, multicultural sensitisation and the approval of a proposed amended residence placement policy as well as the strategy were part of empowering stakeholders to be change agents. By implication this encouraged a sense of belonging among staff and students as mentioned in the research articles advocating transformation at the UFS (Dumela, 2007).

In the annual reports of the UFS to the Minister of Education, it is indicated that a Transformation Plan Task demanded a fundamental shift in the organisation's culture, people's behaviour and mind-set; and had the primary aim of motivating survival (change or die) or thrive (a breakthrough needed to pursue new opportunities). This thus needed power sharing of the stakeholders.

Characteristic 3 deals with the role played by *the critical reflections, beliefs and values in the educational change* of the UFS. The inherited ways of thinking, assumptions and biases are challenged so that new alternatives and institutionalised positions can be entrenched. Relevant education policy documents relevant to this characteristic were: A proposal made by NEPI (1992) was, *inter alia*, the PSE should play a major role by meeting the socio-economic development's needs and produce graduates of quality. NCHE (1996) mentioned that higher education system should be reshaped to serve a new social order, to meet the pressing needs and to respond to the new realities and opportunities.

Education White Paper 3 (1997) stated that the Minister admitted that higher education should be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and respond to the new realities and opportunities. National Plan for Higher Education (2001) recognised the strength and weaknesses of the higher education system and was based on a developmental approach and was intended to guide institutions towards meeting the educational goals. Guidelines for mergers and incorporations (2003), guided the incorporations of all higher institutions, particularly those which were in the same proximity irrespective of racial inclination. Report of the Ministerial Committee on transformation (2008) was concerned about the practice of racism on campus and how to get rid of it. The Oversight committee on university

transformation (2013) was to oversee that all the injustices of apartheid in the HE sector did not recur; HESA's presentations to the portfolio committee on higher education and training (2014) maintained that the unattended racial and educational issues were to be given priority.

Norris (2001) in the research articles advocating change was of the opinion that transformation as an enacted change was planned and was intended to bring about significant changes in how an institution should be managed.

There were a number of occurrences that sparked transformation at UFS, *inter alia*, the "ontgroening" which means initiation. This meant the introduction or the acceptance of the first year students on campus. That was a traditional way of introducing white students on campus during the apartheid era. It, however remained when black students came on campus in numbers. One significant occurrence in the history of the UFS was the Reitz episode. Four white students were captured on video racially attacking black women workers and coerced the staff to ingest food on which these students had allegedly urinated (Jansen, 2009). On reflection, some of these occurrences had to be avoided at all costs.

Although the document on "Increasing Diversity in the UFS main campus residences: a new policy and role for residences" was a critical reflection attempting to rectify challenges facing black students in the residences, it was, however, unfortunate to result in afore-mentioned Reitz episode. This was covered in the 2009 annual report.

Characteristic 4 explains the development of initiatives that mediated between knowledge and the interests of the stakeholders at the UFS. The following education policy documents were relevant: NEPI (1992) which is captured in the idealism that academic freedom should be made to give academic staff and researchers freedom to pursue and disseminate knowledge without fear of persecution and the freedom of institutions to admit anybody they wish to employ and teach.

This notion is also mentioned in NCHE (1996), Education White Paper 3 (1997) and the National Plan for higher education-Ministry of Education (2001) which was the framework and mechanisms for implementing the policy goals of the Education White Paper 3 (1997). HESA presentations to the Portfolio Committee on Higher Education (2014) stipulated critical educational issues yet poor progress regarding epistemological transformation that was made because the historical legacies of the intellectual colonisation and racialisation needed to first be dealt with.

In the research articles advocating change, Adam, Barents and Wolpe (1993) were of the opinion that the socio-structural inequalities of class, race, gender, institutional and spatial nature were generated by a particular trajectory of economic and social development during the apartheid era that still linger in the epistemological transformation needed in the intellectual discourse of the higher education sector.

On a more positive note, research articles advocating transformation at the UFS mentioned the institutional culture that fostered a sense of belonging among staff and students to enhance student academic performance and engagements in research Dumela, (2007),

In the annual report of the UFS to the Minister of Education (2011) mentioned is made that the new vision, mission and the strategic plan of the leadership and the stakeholders were the guiding principles towards achieving the university goal, for instance, academic project that entailed teaching and learning and research. To achieve the goal, the leadership had to focus on the institutional mind and also on the UFS's identity to become one of the top three research and teaching universities in the country.

Characteristic 5 entailed the role of leadership in transforming UFS. The characteristic was adequately displayed in the following education policy documents: NEPI (1992) which indicated that the internal governance of the institutions should employ democratic, non-racial and non-sexist procedures as well as practices in which goals and programmes are determined. NCHE (1996) mentioned that councils, senates and academic boards should assist in developing leadership capacity. Education White Paper 3 (1997) encouraged participation and responsiveness to the social needs and also co-operation and partnerships in governance. The National Plan for Higher Education (2001) was basically about the implementation of the Education White Paper. Mergers and incorporations of institutions (2003) stipulated that in order to perform the process of merging successfully, institutions should be inclusive, consultative and allow stakeholders participation. Ministerial Committee on transformation (2008) mentioned that racism and discrimination should remain a permanent challenge in South African institutions. The Oversight Committee on university transformation (2013) was to monitor the transformation process in the HE sector.

In the research articles advocating change, Norris (2001) maintained that reconceptualising appropriate leadership styles would be one among other challenges to reconstruct institutions including missions, reformulating teaching strategies and developing staff and students to work in institutions that were different from what it used to be.

Academic articles in the UFS advocating transformation pointed out that governance and management concentrated on evaluating the governance and management model and structures for effectiveness and efficiency (Dumela, 2007). The document further maintained that the roll-out of the performance management system, developing management capacity for implementation of the transformation objectives received urgent attention.

The annual reports of the UFS to the Minister of Higher Education pointed out in relation to teaching, learning and research that one of the starting points was a change in the manner in which the UFS recruited and selected students and also a change in the type and quality of programmes offered at different faculties.

In as far as research endeavours were concerned at the UFS, there were a number of research endeavours taking place, for example, there has been an increase of researchers, the NRF-rated researchers and an increase in active academics who publish articles in scholarly accredited journals and also supervised research-based post graduates to successful graduation.

Characteristic 6 deal with how vision affected the transformation process at the UFS. All the afore-mentioned education policy documents are apparent in this regard at the UFS because almost all the educational documents written just before and immediately after 1994 had a vision of a better education system that would improve people's economic situation in the country.

Research articles advocating change in the higher education and research advocating transformation at the UFS have an implicit bearing on how vision affected the transformation process at the UFS.

The annual reports of the UFS to the Minister of Higher Education mentioned the new vision, mission and the strategic plan of the leadership and the stakeholders as guiding the principles towards the achievement of the UFS goal, namely, academic project that entailed excellence in teaching, learning and research.

Characteristic 7 covered the role played by the critical involvement of the diverse stakeholders in the decision-making processes in the transformation of the UFS and it is mentioned in: NEPI (1992) which indicated that before major decisions are made, staff and students should be part of the consultations and participation regardless of their unpopular or different input of ideas. The Guidelines for merging and incorporation (2003) was also relevant to the characteristic because it stipulated that institutions should be inclusive, consultative and allow stakeholder participation by using the existing governance structures.

In respect of the research articles advocating change at HEIs and also the research articles advocating transformation at the UFS there seemed to have no direct bearing on the critical involvement of the diverse stake-holders in the decision-making processes in the transformation at the UFS.

The annual reports of the UFS to the Minister of Education singled out one important aspect at the institution that involved part of the diverse stakeholders in the decision-making processes in transformation of the UFS: there was an attraction of a large numbers of PhD's and post-doctoral students that increased the postgraduate enrolments and transformed the demographics of the cohorts of doctoral students and also dealt with the much neglected aspect in higher education studies such as the replacement of the aging academics by the young academics.

Characteristic 8 dealt with the role played by the *policy windows* at the UFS. This meant the working environment at the UFS that involved opportunities and other components of transformation needed to adequately effect change.

These were apparent in the following transformation policy documents: NEPI (1992) in which the requirements for effective Post School Education should include redress, development and quality that should be driven by adequate funding. NCHE (1996) advised that higher education should be reshaped to serve a new social order, to meet the pressing national needs and respond to new realities and opportunities. Education White Paper (1997) made a wide range of consultations that committed the ministry to stakeholders. National Plan for higher education (2001) guided institutions towards meeting the goals of the system as a whole. Mergers and Incorporations of institutions (2013) covered the institutional culture audit as well as academic structures, programmes and facilities, staff, students and research. Ministerial Committee on transformation (2008) indicated the disjuncture between institutional policies and real-life experiences of staff and students which were apparent on campus. The committee culminated in an Oversight Committee (2013) that monitored the transformation process in the HE sector.

Two important objectives of the Post School Education maintained in the research articles advocating change according to Adam, Barents and Wolpe (1993) were social goals of equality, redress of social structural inequalities and development, namely socio-economic, political, cultural development and human resource. Debates thus revolved around two important issues, for instance, the attainment of equality in respect of access to institutions and quality in terms of the resourcing of institutions, introducing a range of disciplines, research and graduate programmes.

Part of the transformation plan mentioned in the UFS local magazine, Dumela (2007), was the inclusion of the institutional culture (sense of belonging among the stakeholders, diversity and multicultural sensitisation and the residence placement policy and strategy), academic activities (enhancement of student performance and engagement in research through deeper African orientation and indigenous knowledge), governance and management (evaluation of governance and management model and structures for effectiveness and efficiency) and employment equity plan (principles of the institutional charter, retention of promising young, black, postgraduate students for employment and enhancing transformation) and the acceleration of redress at the UFS.

Moments of opportunities that were created at the UFS as components of transformation to effect change were student access that sharply increased black students (Jansen, 2012) and also the recruitment and selection of quality students that changed the type and quality of programmes offered at different faculties. This resulted in the development of a core undergraduate curriculum (UFS101) and the review of curriculum with two-pronged focus streamlining the curriculum and aligning it with the Higher Education qualifications Sub-Framework and bench-marking of the curriculum against international and national disciplinary standards (Looking back into the Future: a transformation report of the UFS 2004-2014).

Characteristic 9 entailed the role *vision of leadership* played in the aggregation of the other components of transformation at the UFS. Leaders in some cases and occasions needed to challenge the status quo, particularly the obsolete ones and provide alternative visions of what was possible. In the annual reports of the UFS to the Minister of Higher Education it was stated that the new vision, mission and the strategic plan of the leadership and the stakeholders were the guiding principles towards achieving the university goals. One, amongst others, was an academic project that entailed excellence in teaching and learning; and research. In achieving that goal, leadership had to focus the institutional mind on its identity by announcing that the UFS was going to become one of the top three research and teaching universities in the country.

In both the selected research articles advocating change and the research articles in the UFS advocating change there were no explicit mentioning of the role vision of leadership played in the aggregation of other components of transformation.

In the annual reports of the UFS to the Minister of Education (2011), it was mentioned that the new vision, mission and the strategic plan of the leadership and the stakeholders were the guiding principles towards achieving the university goal which was an academic project that entailed excellence in teaching, learning and research.

Characteristic 10 involved transformation initiatives oriented towards long-term visions at the UFS. A vision for a change was crucial in transformation, developed in advance but often through trial periods and experimentation. Although the vision and mission of the UFS did not appear in the education policy documents, they were, however, quoted in the UFS-Self Evaluation Report 2006-2016 as “a university known locally and internationally for excellence in human reconciliation and academic achievement”.

Taking a look at the period during which some of the consulted research articles advocating change were written, for example, Adam, Barents and Wolpe (1993), Norris (2001) and Badat (2007), it is evident that they were not explicit although it mentioned what needed to happen during the transformation process. The characteristic is further mentioned in the following: The UFS is premised on what universities should actually do for instance, provide expanded opportunities for students, creating a supportive learning environment, reviewing the curriculum, developing staff and raising the quality of teaching, learning, research and community engagement against the backdrop of a vision of academic excellence and the human embrace which were the substantive points for transformation at the UFS (Looking back into the future a transformation report at the UFS 2004-2014). Annual reports of the UFS to the Minister of Education from 2007 to 2017 covered all the transformation initiatives mentioned in the research articles advocating transformation at the UFS.

7.1.1.1.2 Schematic presentation of the characteristics of Survival is Optional Theory

Characteristic 1-10 of Survival is Optional Theory in relation to the survey on **Perceptions regarding race and ethnic issues on campus** are represented by Tables 1-10 (**Addendum 1-10**). The main findings of this matching exercise indicate that the *prerequisites for radical change* (1) were mostly not recognised or met by the participants in this survey. It was also found that *power relations* did not show signs of changing (2). The role played by *critical reflections, beliefs & values* (3) in the process of educational change was found to be largely neutral, i.e. there was not an unequivocal finding made to indicate that this characteristic of the theory was utilised by the participants. Due to *knowledge & interest of stakeholders*, (4) there was a reported behaviour change. *The role played by leadership in challenging the status quo* (5) indicated the significant role played by the leadership. *Vision as change agent affected transformation* (6) could positively affect transformation process. *Involvement of stakeholders in decision-making* (7) could not be underestimated albeit in some instances was not favoured. *Policy-windows role in transformation*

(8) was overwhelmingly supported. Suspicion and distrust to *Leadership vision in aggregation of the other components of transformation* (9) was disfavoured. *Transformational initiatives oriented around long-term visions of the institutions* (10) were favoured by some and not by others whilst others were neutral. Stakeholders were uncertain about this characteristic.

Characteristic 1-10 of Survival is Optional in relation to the survey on **Stakeholders' Perception Audit at the UFS** is represented by Tables 11-20 (**Addendum 11-20**). The main findings of this matching exercise indicated that *the prerequisites for radical change* (11), *power relations among stakeholders* (12), *Critical reflections, beliefs & values* (13), *mediation of developed initiatives between knowledge & the interest of different stakeholders* (14), *the role played by leadership in transforming institution* (15), *Vision as change agent* (16), *The involvement of diverse stakeholders in decision-making* (17), *the role played by the policy windows in transformation* (18) *the role of leadership vision in transforming* (19), *the aggregation of other components of transformation at an institution and the transformational initiatives for long-term vision* (20) were supported.

Characteristic 1-10 of Survival is Optional in relation to the **concepts emerging from the education policy documents** are represented in Tables 21-30 (**Addendum 21-30**). The main findings of this matching exercise indicate that *the prerequisites for radical change* (21), *power relations among stakeholders* (22), *Critical reflections, beliefs & values* (23), *mediation of developed initiatives between knowledge & the interest of different stakeholders* (24), *the role played by leadership in transforming institution* (25), *Vision as change agent* (26), *The involvement of diverse stakeholders in decision-making* (27), *the role played by the policy windows in transformation* (28) *the role of leadership vision in transforming* (29), *the aggregation of other components of transformation at an institution and the transformational initiatives for long-term vision* (30) were supported.

Characteristic 1-10 of Survival is Optional in relation to the **research articles advocating change in South African HE sector** are represented in Tables 31-40 (**Addendum 31-40**). The main findings in this regard indicate that *the prerequisites for radical change* (31), *power relations among stakeholders* (32), *Critical reflections, beliefs & values* (33), *mediation of developed initiatives between knowledge & the interest of different stakeholders* (34), *the role played by leadership in transforming institution* (35), *Vision as change agent* (36), *The involvement of diverse stakeholders in decision-making* (37), *the role played by the policy windows in transformation* (38) *the role of leadership vision in transforming* (39), *the aggregation of other*

components of transformation at an institution and the transformational initiatives for long-term vision (40) were supported.

Characteristic 1-10 of Survival is Optional in relation to the **research articles advocating transformation at the UFS** are represented in Tables 41-50 (**Addendum 41-50**). The main findings in this regard indicated that: *the prerequisites for radical change (41), power relations among stakeholders (42), Critical reflections, beliefs & values (43), mediation of developed initiatives between knowledge & the interest of different stakeholders (44), the role played by leadership in transforming institution (45), Vision as change agent (46), The involvement of diverse stakeholders in decision-making (47), the role played by the policy windows in transformation (48) the role of leadership vision in transforming (49), the aggregation of other components of transformation at an institution and the transformational initiatives for long-term vision (50)* were supported.

Characteristic 1-10 of Survival is Optional in relation to the **UFS annual reports to the Minister of Education (2007-2016)** are represented in Tables 51-60 (**Addendum 51-60**). The main findings in this regard indicated that: *the prerequisites for radical change (51), power relations among stakeholders (52), Critical reflections, beliefs & values (53), mediation of developed initiatives between knowledge & the interest of different stakeholders (54), the role played by leadership in transforming institution (55), Vision as change agent (56), The involvement of diverse stakeholders in decision-making (57), the role played by the policy windows in transformation (58) the role of leadership vision in transforming (59), the aggregation of other components of transformation at an institution and the transformational initiatives for long-term vision (60)* were supported.

7.1.2 Prominent characteristics of the Action Theory

- 1) How effective was *motivation* in accomplishing educational goals at the UFS?
- 2) How was *capacity building* involved in the collective effectiveness of a group in changing the UFS?
- 3) How can *reform strategies* create learning cultures in educational institution where learning and teaching are some of the main occupations?
- 4) The *establishment of capacity building* to help the university to build partnerships in order to play a meaningful role in the larger societies?

- 5) How was *reflective action in which shared vision, ownership and behaviour change* influencing the educational outcomes of the UFS?
- 6) What *learning strategies* were put in place to promote interaction within the UFS?
- 7) How did *peer and leadership support* impact positively on the educational outcomes of the UFS?
- 8) How influential was the *stakeholders' engagements* in the educational outcomes of the UFS?
- 9) What *reform measures* were put in place in order to cultivate a sense of *inter-dependence of leadership structures* at the UFS?
- 10) How did *strategies for institutional reform* influence opportunities for learning and teaching at the UFS?

7.1.1.2 Action Theory's characteristics in relation to the documents perused

As mentioned before, these documents include: the survey on Perceptions regarding race and ethnic issues at the UFS; the Stakeholders perception Audit at the UFS; Education policy documents, research articles advocating change, research articles advocating transformation at the UFS and the UFS annual reports to the Minister of Education.

7.1.1.2.1 Descriptive account of the characteristics of Action Theory

The contribution made by Action Theory in the educational change at the UFS in **characteristic 1** is motivation in promoting interest in students' learning, valuing education and building confidence in students' capacities and attributes. Education White Paper³ (1997) indicated increased and broadened participation, responsiveness to societal needs and the co-operation and partnerships in governance. The national plan for Higher Education (2001) was based on a developmental approach intended to guide institutions towards meeting the goals for the system as a whole. The report of the Ministerial Committee (2008) included specific areas of the institutional activity, such as learning, teaching, curriculum, language, residence-life and governance. The Oversight Committee on university transformation (2013) amongst other promotes institutional culture for staff and students based on the values and principles enshrined in the constitution. The HESA presentations to the Portfolio Committee on Higher Education and Training (2014) revolved around these critical areas, namely, student access, opportunities,

graduation rates, research, epistemological transformation and the next generation of academics.

Research articles advocating change, particularly in Cloete, Bunting & Bunting (2002) mentioned transformation indicators such as student and staff equities. Student equities included, amongst other, an access of black students to business/commerce programmes and post graduate programmes. Institutional climate should motivate and improve to ensure the retention and ultimately graduation rates of students. Staff equity included access and retention rates of under-represented groups that included women and also staff development programmes. Responsiveness to the restructuring of academic offerings and changes in teaching and learning paradigms were also mentioned as transformation indicators.

In research articles advocating transformation at the UFS and the annual reports of the UFS to the Minister of Education mention is made of access of black students that received momentum when the bridging programme or extended programme presently known as University Access Programme was established. Parallel medium for teaching and learning was thus introduced and Sesotho, an indigenous language in the Free State was promoted among the non-speakers. Black student enrolment and academic advancement received a significant boost.

Characteristic 2 indicated capacity building as an essential element if development is to be people-centred and sustainable. It entailed empowerment and participation of stakeholders in an organization or institution. The education policy document covering this aspect is the Oversight Committee on university transformation (2013) that was mandated, amongst other, to advise the minister and the key constituencies in higher education on policies, strategies and interventions needed to combat discrimination and promote institutional culture based on the values and principles enshrined in the constitution.

In research articles advocating change Norris (2001) opined transformation as an acted change is planned and intended to bring about significant changes in how an institution is managed. Significant changes can only be brought about by empowering the participating stakeholders in institutions.

According to the “Progress at the University of the Free State to combat racism and advance transformation (2015)”, it is indicated that the university was providing expanded opportunities for students, creating a supportive learning environment, reviewing the curriculum, developing staff and raising the quality of teaching, learning, research and community engagement against the backdrop of a vision of academic excellence and the human embrace that are the substantive points for transformation. This, in essence, indicated empowerment and participation of

stakeholders at the university to advance the goals of the institution.

Although not explicitly written or said, the annual reports of the UFS to the Minister of Education (2007) advocated capacity building of the stakeholders at the institution regarding the conceptual and strategic approach to increasing diversity on campus.

Characteristic 3 covered the reform strategies that created conducive learning cultures in educational institutions. The following education policy documents are relevant: NCHE (1996) in its discussion of the Framework for Transformation, sound policies indicated the promotion of race, gender, equity and the development of new programmes as well as capacities at the historically disadvantaged universities. Education White Paper 3 (1997) advocated the new statutory advisory board and the Council of Higher Education, in which the main focus was directed to the establishment of the new programmes, developing new capacities, reshaping the institutional landscape and promoting individual and institutional redress and equity goals.

Guidelines for Mergers & Incorporations (2003) were accompanied by broader goals and objectives, amongst other, programme differentiation and high level research capacity. Oversight Committee on university transformation (2013) set the framework for the transformation of higher education and sought to guide programmes and processes aimed at transforming the post-apartheid education and reviewed the existing practices, institutions and values in terms of their fitness for the new era. HESA presentations to the Portfolio Committee on Higher Education (2014) indicated remedies for the challenges as the decisive action that needed to be taken in the key aspects of the educational process such as reforming the core frameworks, enhancing the status of teaching and building educational expertise to enable the development and implementation of teaching approaches that would be effective in catering for student diversity, clarifying and strengthening accountability outcomes.

Cloete, Bunting & Bunting (2002) in the transformation indicators applied to South African HEI's indicating that one of the transformation indicators included responsiveness that entails restructuring of academic offerings and changes in teaching and learning paradigms, partnerships and collaborative agreements, increased research outputs and that graduates must urgently satisfy the societal needs.

According to Dumela (2007) academic activities at UFS should include projects such as enhancing responsiveness and engagement in research through deeper African orientation.

The annual report to the Minister of Education of 2003 mentioned that the new vision, mission and the strategic plan of the leadership and the stakeholders were the guiding principles towards achieving the university goal, namely, academic project that included excellence in teaching and learning and research.

Characteristic 4 deals with the establishment of capacity building to help the university build partnerships to play a meaningful role in the larger societies. European Union Regional Policy (2011) explains the role played by universities in the regional development in terms of innovation, human capital and skills, social and economic development and building regional capacity, as necessary and important. In further explaining capacity building, EQUAL (2006) maintains that capacity building is about improving the quality of the development partnerships and developing the resources and infrastructures used by these partnerships. Global Alliance on Community Engaged Research (2009) clarifies higher education partnerships as an aggregate trend to unite civil society and higher education practice and policy, and enhance the social, economic and environmental conditions of people, communities, nations and the world. This, in part is also captured in the following education policy documents: NCHE (1996) proposed a single co-ordinated system of higher education so that the higher education system could be linked to strong emphasis on co-system and partnerships between higher education and society. Education White Paper 3 (1997) mentions the increased and broadened participation, responsiveness to social needs and the co-operation and partnerships in governance. Guidelines for Mergers and Incorporations (2003) mentions that the merging institutions should respect one another with the aim of meeting different social and institutional needs and operate from a shared, mutually accepted set of assumptions and values that govern relationships and practices.

In the research articles advocating change, Norris (2001) maintains that in order to bring significant changes, institutions should also be properly managed regarding reformulation of teaching strategies and developing staff and students to work in an institution different from what it used to be.

As far as capacity building was concerned, the role played by the two Free State universities, UFS and Central University of Technology (CUT) was reviewed. This was also in relation to other agencies such as the Free State Education and Training Trust. Puukka, Dubarle, McKiernan, Reddy & Wade (2012) examined the HEI's contribution to human capital and skills development; technology transfer and business innovation and social, cultural and environmental development. The review process facilitated partnership building in regions in the Free State by identifying

strategic goals and working closely together towards realising the partnership building in the region.

Annual reports of the UFS to the Minister of Education indicated, in varying ways, partnerships played among the HEI's and the meaningful role played in enhancing capacity building in the larger societies, for example, annual report of 2003 mentioned the university in partnership with the Mangaung University of the Free State Community Partnership Programme (MUCPP), Free State Rural Development Partnership Programme (FSRDPP), Qwa-Qwa University of the Free State Community Development Partnership (QQUFSCDP), demonstrated social responsibility and their commitment by making available expertise and infrastructure for community service programmes.

Characteristic 5 deals with *the reflective action* in which shared vision, ownership and behaviour change influenced the educational outcomes of the UFS. The following education policy documents are relevant: NCHE (1996) which in some cases was closely related to Education White Paper-3 (1997), National Plan for higher education (2001), Guidelines for Mergers and Incorporations (2003), Oversight Committee on university transformation (2013). They indicated that the South African HE system, including the UFS, has a considerable capacity in research, teaching, physical and human resource that should be reshaped to serve a new social order, meet the pressing national needs and respond to new realities and opportunities.

Research articles advocating change emphasised educational change in all spheres of educational endeavours. What seemed to be of interest was the notion that a particular section of the population was ignored during the transformation period, for instance, black female academics and administrators in the South African universities. Norris (2001) was explicit about that notion. He maintained that in accepting the challenge the following should be done: changing institutional culture and landscape, reconceptualising appropriate leadership styles, reformulating good teaching strategies and developing staff and students to work in an institution different from what it used to be, for instance, the existing cultural attitudes running against females. It also includes enrolling as many black female students as possible in medicine, veterinary medicine, engineering and technology, accounting and business studies.

In the UFS Self-evaluation report 2006-2016, the university made it clear that its vision, mission and strategy were unambiguous in that it mentioned a place where academic work is done at an excellent level and a place where human beings learn to live together. It further included "A university known locally and internationally for excellence in human reconciliation and academic

achievement". This guided top management's articulation of the notion of an academic project and human project as two distinct elements of what the UFS was.

In the Annual Report (2013) the chairperson of the council explained that the main aim of the academic project was to achieve and maintain academic excellence, and that of the human project was to eradicate inequality and to embrace diversity. The university strategic plan also dealt with the support of foundations necessary to realise these aims.

Characteristic 6 mentions the *learning strategies that promote interaction within the tri-level engagement and persistence* at the UFS. First, an explanation of the above-mentioned concepts is given. In learning and teaching context, learning strategies are many and varied, for instance, some learning strategies are: using background knowledge, using imagery and co-operative learning strategy in which a student/learner works with others to complete a task. The benefit of this strategy is that it builds confidence in a student/learner and gives and receives feedback instantly. Tri-level engagement is basically partnerships or involvement among three parts or a group of three. At secondary school level, this would mean engagement among school, district and state in relation to education whereas at the institutions of higher learning this would mean interaction among the Department of Higher Education and Training, stakeholders in (university personnel and students) in and outside the industry and the business world and institutions and communities to promote teaching, learning and research. This is relevant to the following education policy documents: NEPI (1992) which maintained that, in order for the Post School Education sector to adequately achieve redress, development and quality education needed the government's contribution in terms of funding and that the positive role of private business would make a difference. NCHE (1996) maintained that higher education faces dual demands for increased participation driven by demographic and developmental imperatives, *viz.* socio-political demand for access from larger cohorts of school leavers, especially from population groups and social classes that were largely excluded from higher education and also the demand for highly trained person-power with wide ranges of skills and competencies. Education White Paper 3 (1997) indicated the increased and broadened participation, responsiveness to societal needs and the co-operation and partnerships in governance. Guidelines for Mergers and Incorporations (2003) indicated that institutions should be inclusive, consultative and allow stakeholder participation by using the existing governance structure such as senates, SRC's and institutional forums.

Cloete, Bunting & Bunting (2002) in their Transformation Indicators mentioned that responsiveness that included the restructuring of academic offerings and changes in teaching and

learning paradigms, partnerships and collaborative agreements, research outputs, should increase and that graduates should satisfy the societal needs.

This implied the involvement of those who have direct interest in education such as the government, business and higher education institutions as implied by articles advocating change. Badat (2007) posed questions that could positively impact policies regarding higher education, for example, how has the post 2002 formulae been impacting campuses, institutions, and disadvantaged communities? How have universities and government policies managed to implement national and regional-related policies, including citizenship, civics, cultural landscapes and a horde of other questions related to education in general?

As part of the learning strategy that promoted interaction within the vital organs of the UFS, there was a commitment among the following to work together: Administration and management that was highly regarded among staff, students, parents, alumni, sponsors, government, the private sector, international partners and the community at large to ensure that effective teaching and learning strategies are devised.

The Annual Report (2008) cited internationalisation as aligned with the strategic objectives of the UFS to 2013 and was marked by focus on research. For that reason, every effort was made to use the existing structures for the organisation and implementation of international activities. The annual report (2010) indicated the development of a diverse range of programmes on account of a diverse student population. This provided and strengthened links with the industry and the community and the impressive record in research was extended in Africa, for example, significant partnership in the international Institute for Applied Systems Analysis (IISA), the Beijing Institute of Technology, Osaka University and the consolidation of the agreement with the University of Bremen.

Characteristic 7 deals with *peer and leadership support impacted positively on the educational outcomes* at the UFS. A number of cited publications in the discourse put pressure to interested parties, namely, the government, communities and institutions of higher learning to develop programmes on student academic achievement. Willing partners operate virtually in every institution of higher learning in South Africa. They are community-based, positive youth development agencies that mentor, train, educate, coach, support, and guide students and youth in and outside academic institutions (National Collaboration for Youth, 2011). This is also covered in the following education policy documents: NEPI (1992), NCHE (1996), Education White Paper 3 (1997) and Oversight Committee on university transformation (2013) in which leadership is

inferred in some instances in the Post-Secondary Education System and governance structures such as, Ministry of Education, Advisory Council, Committee of Principals.

Without doubt the peer and leadership support impacted positively on the educational outcomes at the South African universities including the UFS. This was confirmed at the workshop held in South Africa by the University of South Carolina in collaboration with the Central University of Technology, Nelson Mandela Metropolitan University, Stellenbosch University, and University of the Free State, University of Johannesburg, and the University of Kwa-Zulu-Natal in 2014.

Regarding the articles advocating transformation at the UFS in relation to the peer and leadership support, the South African Survey of Student Engagement (SASSE) in collaboration with the National Survey of Student Engagement 2009, found that the impact of student engagement helped students get a better understanding of the success puzzle, renewed focus on the good practices and created space for innovation in structures.

The annual reports of the UFS to the Minister of Education do not directly discuss this aspect of the discourse.

Characteristic 8 covers *the influence of the stakeholders' engagements* at the UFS. This aspect covers consultations, participation, co-operation, partnerships, access, inclusiveness, etc. Broadly, stakeholders would mean all the beneficiaries of higher education such as, students (for employment on completion of studies), university authorities (an obligation as education practitioners/specialists, employment, *etc.*) community (development and support from the offsprings, *etc.*) government (development as employers and political mandate, *etc.*) business (expansion/profit,) and sponsors (benevolence, tax-reduction, profit, *etc.*) The policy documents involved in the above are: NEPI (1992), NCHE (1996), Education White Paper 3 (1997), National Plan for Higher Education-Ministry of Education (2001), Guidelines for Mergers and Incorporation (2003), Oversight Committee on university transformation (2013) and HESA presentations to the Portfolio Committee on Higher Education (2014).

NEPI (1992) maintains that the stakeholders' engagement be positively influential, the higher education institutions should, firstly, be open to all South Africans regardless of race, gender, geographical origin or class. Secondly, before major decisions are made, staff and students should be part of the consultations and participation. Thirdly, employment opportunities should be inclusive in the institutions, for instance, men, women, black, white and persons with various disabilities who are able to do the work and lastly, equal opportunities for admission and

readmission policies to be designed in such a way that they ensure anybody mentioned above be included in all programmes in which they are interested and under-represented.

In its presentation NCHE (1996) maintains that the HEIs exist in larger societies and communities, and therefore, have societal interests, such as social, cultural, political and economic changes in its environment. In this regard, this would mean assisting the country during the transition from apartheid-era to the modern mode of accepted existence. This further means an emphasis on co-operation and partnerships in governance structures, the state and HEIs, civil society and indeed within the institutions themselves. The positive influence would co-operate between the state and HEIs, civil society and among the institutions to form regional clusters that could share human and infrastructural resources.

The role of Education White Paper 3 (1997) was to commit the Ministry of Education to stakeholders' participation in the development of the policy to redress past inequalities, serve the new social order, meet pressing national needs and respond to new realities and opportunities. In order to perform the process of Merging and Incorporations (2003) successfully, institutions would have to be inclusive, consultative and participatory of stakeholders and respect one another with the aim of meeting the different social and institutional needs and operate from shared, mutually accepted set of assumptions and values that govern relationships and practices. The operative words in the Report of the Ministerial Committee on Transformation (2008) are social cohesion and sense of belonging in which stakeholders would be engaged and render a positive influence.

According to Norris (2001), transformation as an acted change is planned. For change to last for a reasonable period, it would be necessary to engage relevant stakeholders so as to challenge the status quo and to amongst other, manage diversity, change the institutional culture and landscape, reconceptualise appropriate leadership styles, reconstruct institutions in terms of missions, reformulate good teaching strategies and develop staff and students to work in an institution that is different from what it used to be.

Ramahlele's (2007) account of the transformation process at the UFS, maintained that access of black students at the institution received momentum due to the establishment of the bridging programme that introduced parallel medium for teaching and learning. Furthermore there were significant changes in relation to the Student Transformation Committee and the implementation of employment equity.

The Annual Report (2010) of the UFS to the Minister of Education indicate a number of positive influence of the stakeholders' engagements at the UFS, for example, Student services and

extracurricular in which students are involved in a number of co-curricular projects such as orientation and learning communities programmes-welcoming of first year students, peer educators programmes and career development programme. Community engagement such as winter schools support programmes are organised as well as developing families' project in collaboration between UFS, Mangaung University Community Partnership Programme, Columbia University and Bank Street College.

Characteristic 9 deals with reform measures put in place to cultivate a sense of inter-dependence of leadership structures at the UFS. Foremost, it should be mentioned that inter-dependence of leadership in this context may also mean shared leadership. This thus means, according to Bolden, Jones, Davis and Gentle (2015) and McGuire, Palus, Pasmore & Rhodes (2015) the notion that shared leadership is not new in higher education. This is so because leadership theory is practical and translates shared common dimensions and is associated with value descriptors, *i.e.*: *Context*: leadership is regarded as relying on positional power and more on placing trust in expertise. *Culture*: leadership relies less more on control and respect for experience and expertise.

Change: leadership is recognised as emanating from multiple levels and functions as a mix of top-down, bottom-up and middle-out contributions. *Relationship*: collaborations between individuals who contribute to a collective identity. These emerged as popular alternatives to heroic and individual approaches. A shared leadership perspective shifts the focus on leadership from a person and position to a process and is now widely advocated across public, private and not-for-profit settings where there is a need to influence and collaborate across organisational and professional boundaries. In the context of this premise, the question is covered in the following government policy documents: NEPI (1992) in its proposal to the government as a reform measure to create and monitor the Post School Education (PSE) and consult with the interested groups and constituencies about the nature and functions of each element in the PSE. NCHE (1996) stated that different role players in the institutions would have a common goal, play a complementary role and be inter-dependent to the interests and the well-being of the institution. Education White Paper 3 (1997) maintains that consultation is the expression of the democratic will and that it commits the ministry to stakeholders' participation in the development and formulation of the policy. Guidelines for Mergers and Incorporations (2003) also support inclusivity, consultation and stakeholders' participation by using the existing governance structures, for example, council, senate and SRC's and institutional forums.

Norris (2001) as one of the selected articles advocating change in supporting reform measures

indicated that in order to accept the challenge of instituting change, there should be an acceptance of changing the institutional culture and landscape, reconceptualising appropriate leadership styles, reconstructing an institution including missions, reformulation of good teaching strategies and developing staff and students to work in an institution different from what it used to be.

Many changes at the UFS have been brought about by the leadership structure in 2009 after the Reitz episode. This is confirmed in the powers and duties delegated by the University Management Council. For instance, it is mentioned that the UMC, in co-operation with the senate and council, was responsible for the strategic management of the UFS with regard to its focus areas, key success factors, academic support services and portfolios (Remit of the Management Committee UMC. 2010).

Reform measures put in place to cultivate a sense of inter-dependence of leadership structures at the UFS are documented in the annual report of 2008 in which it was mentioned that the benchmarking exercise of the university management strengthened its governance and management model and planned to have more interactions with council. The 2010 annual report mentioned changes brought about in the top structure of student affairs. The Dean of Student Affairs was introduced in which Student Affairs and the Dean and Deputy Dean of Students were consolidated in the new office of the Dean of Student affairs.

The 2012 annual report mentioned the council adopted King III good governance recommendations in which effective leadership, sustainability and corporate citizenship were key aspects in institutions (King Report on Governance for South Africa, 2009). In the 2013 annual report, mention is made that the Council was well-established through sub-committees and holds management to a high standard with respect to meeting procedures, documents and implementation of governance decisions. This meant that council-management relationship is strong, based on respect for rules and persons.

Characteristic 10 covers *strategies for institutional reform to influence opportunities for learning and teaching* in the higher education sector. There surely are reasons for HEIs to want to positively change strategies for effective learning and teaching. Some reasons might be: the nation's education goals that embrace rigorous, "world class" standards of performance for all students; goals that express a systematic approach to reform which fosters coherence in the disparate elements of the education system (Center for research on the context of secondary school teaching, 1987-1992); Governments' believe that by intervening to change the conditions under which students learn can accelerate improvements, raise standards of achievement and somehow increase

economic competitiveness (Day, 2004); universities making changes involved in the tightening of the definition of their curricula offer in terms of making explicit links to the universities' missions, business strategies and admission strategies; tightening the explicit links between learning outcomes, module design, assessment and the degree or qualification, often narrowing choice within degree pathways (Tatto and Mincu, 2009) and real improvements in teaching quality that can be achieved more rapidly and more cost-effectively if approached as a collective effort that is underpinned by well-aligned institutional policies (Hénard & Roseveare, 2012). Relevant policy documents are: NEPI (1992) in which the creation of PSE is proposed for monitoring the goals, such as equity, access, funding, efficiency, mobility and transfer and delivery of graduates and also NCHE (1996) for the reshaping of the higher education system to serve new social order and respond to new realities and opportunities. Education White Paper-3 (1997) in which the proposals of NEPI and NCHE were adopted. The National Plan for Higher Education (2001) in which indicative targets for size and shape of the higher education system and the overall growth as well as participation rates, equity and efficiency goals were high in the agenda. Ministerial Committee on Transformation and Social Cohesion (2008) discouraged racism on campus and enforced the institutional policies. Oversight Committee (2013), advised the Minister, strategized and intervened to combat discrimination and promote institutional culture for staff and students based on the values and principles enshrined in the constitution.

Adam, Barents & Wolpe (1993) like the NEPI (1992) were also of the opinion that the socio-structural inequalities of a class, race, gender, institutional and spatial nature that have been generated by a particular trajectory of economic and social development during the segregationist and apartheid periods that profoundly conditioned the character of the PSE system in South Africa should be re-visited and challenged with the aim of introducing strategies for institutional reform to influence opportunities for learning and teaching at the institutions of higher teaching and learning.

On account of articles advocating transformation at the UFS, Ramahlele (2007) mentioned the transformation highlights at the UFS as the establishment of the University Preparation Programme that introduced parallel medium for teaching and learning. He went on to indicate the acceptance and implementation of the employment equity as well as the recognition of the national workers union (NEHAWU) operative on campus.

7.1.1.2.2 *Schematic presentation of the characteristics of Action Theory*

Characteristic 1-10 of Action Theory in relation to the survey on **Perceptions regarding race and ethnic issues on campus** are represented by Tables 61-70 (**Addendum 61-70**). The main findings of this matching exercise indicate that *the effectiveness of motivation in accomplishing educational goals (61)* had strengthened. It was found that *Capacity building (62)* of group changing behaviour was supported whilst *reform strategies (63)* were effective. *The establishment of capacity building for partnerships among institutions (64)* was highly regarded. *Reflective action (65)* was regarded as important. *Learning strategies for promotion of tri-level system (66)* were also highly regarded. *Peer & leadership support impacted positively on educational outcomes (67)* as well as *the influence of stakeholders' engagements in the outcomes (68)*. *Reform measures regarding the cultivation of a sense of inter-dependence of leadership structures (69)* were appreciated. *The influence of institutional reform strategies on opportunities for learning and teaching (70)* also ranked high.

Characteristic 1-10 of Action Theory in relation to **Stakeholders' Perception Audit at the UFS** are represented by Tables 71-80 (**Addendum 71-80**). The main findings in this regard indicated that *the effectiveness of motivation in accomplishing educational goals (71)* had strengthened. It was also found that *Capacity building (72)* of group changing behaviour was supported. *Reform strategies that create learning cultures in an educational institution as well as the establishment of capacity building for partnerships among institutions were reported as high. Reflective action (75)* was regarded also reported as high. *Learning strategies that promote interaction within the tri-level system (76)* was appreciated. *Peer & leadership support impacted positively on educational outcomes (77)* was taken as truth. *The influence of stakeholders' engagements in the educational outcomes (78)* came out tops. *Reform measures regarding the cultivation of a sense of inter-dependence of leadership structures (79)* was accepted as true. *The influence of institutional reform strategies on opportunities for learning and teaching (80)* also ranked high.

Characteristics 1-10 of Action Theory in relation to **Concepts emerging from the education policy documents** were represented by Tables 81-90 (**Addendum 81-90**). The findings indicated that all the emerging concepts (Consultation, participation of stakeholders, etc.) were positively regarded in all the Tables above.

Characteristic 1-10 of Action Theory in relation to **Research articles advocating change in South African Higher Education sector** are represented by Tables 91-100 (**Addenda 91-100**).

The findings indicated that all the emerging concepts (Redress, Inequalities and Educational development) were positively regarded in all the Tables mentioned above.

Characteristic 1-10 of Action Theory in relation to **Research articles advocating**

transformation at the UFS was represented by Tables 101-110 (**Addendum 101-111**). The findings indicate that all the emerging concepts (e.g. student access, new university policies, participation of stakeholders, consultation, anti-racism, transformation Plan, inclusive institutional culture and others) were regarded positively in all Tables mentioned above.

Characteristic 1-10 of Action Theory in relation to **UFS Annual Reports to the Minister of Education 2007-2016** were represented by Tables 111-120 (**Addendum 111-120**). The findings indicated that *Effectiveness of motivation in educational goals (111)*, *Capacity building for group effectiveness to educational change (112)*, *Reform strategies in the creation of learning culture (113)*, *Capacity building in partnership in HE institutions (114)*, *The influence of reflective action in behaviour change (115)*, *Learning strategies in the promotion of tri-level system (116)*, *Peer & leadership support on educational outcomes (117)*, *The influence of stakeholders engagements in HE system (118)*, *Reform measures to cultivate a sense of inter-dependence (119)* and *The influence of strategic reform on learning & teaching (120)* were all positively indicated in the 2007 Annual Reports.

7.1.2 *Prominent characteristics of Innovation and Diffusion Theory*

- 1) What *open-source methods* led to many other powerful ways of creating, refining and sharing knowledge at the UFS in recent years?
- 2) How was the shift in innovation and diffusion in the corporate world an asset to the UFS?
- 3) What role does *networking structures* play in enabling lateral transfer of new material at the UFS?
- 4) How *practical* was innovation and diffusion theory at the UFS?
- 5) What *benefits of empowerment* contributed to the transformation of the UFS?
- 6) How relevant is *innovation and diffusion* as a model of change to the leadership at the UFS?
- 7) To what extent was *innovation and diffusion as means of deeper understanding of educational endeavour* operative at the UFS?
- 8) What are possible *underlying sources* that might have been constraints in utilising innovation and diffusion model at the UFS?
9. How did the *combination of the features of innovation and diffusion* contribute to the quick distribution of decisions to allocate resources at the UFS? *on educational outcomes*
10. To what extent was *innovation and diffusion* relevant to the educational management and improvement of the tri-level structure at the UFS?

7.1.2.1 *Innovation and Diffusion Theory's characteristics in relation to the documents perused*

As mentioned before, these documents include: the survey on Perceptions regarding race and ethnic issues at the UFS; the Stakeholders perception Audit at the UFS; Education policy documents, research articles advocating change, research articles advocating transformation at the UFS and the UFS annual reports to the Minister of Education.

7.1.2.1.1 Descriptive account of the characteristics of Innovation and Diffusion Theory

Innovation as a process of invention, development and implementation of new ideas has always been important for continued liveliness of firms, regions and economies (Akhavan & Eslamifar, 2014). In recent years, the content and aims of innovation spilled over to education because institutions of learning, particularly higher learning have the attributes of business and thus to some extent need to be administered like business. Innovation and diffusion theory is one, amongst others, prominent theories in teaching, learning, research and educational change in general and Higher Education in particular, because it advocates transformation in a broad sense. In a sense, the theory emphasises information and communication technologies in the sector. As part of that reason, it features well in the education policy documents, research articles advocating change, research articles advocating transformation at the UFS and the annual reports of the UFS to the Minister of Education. It is further applicable in the major universities of the world (Barber, 2011; Lau, 2010; Pedersen, Ziegler & Holt, 2015; Alqurashi, Kumar & Mason, 2016) because, as Barroso, Santos & Carravilla (2010) opined, HEIs are constantly working in a rapidly changing world based on the following factors: high public expectations over what universities should deliver, increasing concern about the quality of education, greater emphasis on college ratings, demographic changes in student population and higher costs in relation to the reduction of public funding, endowment declines, layoffs, academic programme cuts and rising tuition cost.

Characteristic 1 investigates *the open-source methods that led to many other powerful ways of creating, refining and sharing knowledge* at the UFS in recent years. The consulted education policy documents serve as a preamble towards the realisation of the open source methods. For instance, NEPI (1992) proposed the creation and monitoring of the PSE in consultation with the interested groups and constituencies and that certain basic rights and values for the PSE should be enshrined in the legislation and that there should be one Ministry of Education. Furthermore, PSE should play a major role in a new South Africa in developing the country to meet the socio-economic development needs and produce graduates of quality. NCHE (1996) also added that the HE system should be reshaped to serve a new social order, to meet the pressing national needs and to respond to new realities and opportunities.

The White Paper 3 (1997) further added that the ministry adopted the process of transformation based on equity and redress, democratisation, development, quality effectiveness and efficiency, academic freedom, institutional autonomy and public accountability. The National Plan for Higher Education–Ministry of Education (2001) put flesh on the philosophy of the White Paper because

it recognised the strengths and weaknesses of the Higher Education System and was based on a developmental approach intended to guide institutions towards the goals for the system as a whole. Guidelines for Mergers and Incorporations of institutions of higher learning (2003) within regions were accompanied by broader goals and objectives such as increasing access, promoting equity, ensuring institutional diversity through mission and programme differentiation as well as building high level of research capacity. Report of the Ministerial Committee on Transformation (2008) mainly considered policies and the real-life experiences of staff and students that included specific areas of the institutional activity, such as learning, teaching, curriculum, language, residence-life and governance. The Oversight Committee on university transformation (2013) gave advice to the Minister and key constituencies in higher education on policies, strategies and interventions needed to combat discrimination and to promote an institutional culture for staff and students based on the values and principles enshrined in the constitution. HESA presentations to the Portfolio Committee on Higher Education and Training (2014) concentrated on five critical areas, i) Student access, ii) Opportunities, throughput and graduation rates iii) Research and Postgraduate Education iv) Generation of academics and v) Higher Education landscape.

In more or less the same way, the education policy documents and the research articles advocating change were prophetic of the diffusion of innovations in the institutions of higher learning in South Africa in terms of the attainment of equality, access, the resourcing of institutions, introducing a range of disciplines, research and graduate programmes. These, also made demands on the rapid improvement of communications, effective teaching and learning methodologies and technologies.

In as far as the research articles advocating transformation at the UFS are concerned, the role played by innovation & diffusion has been strongly advocated by the Centre for teaching and learning (CTL) and the Computer Centre in three ways, i) Theoretical vigour, student engagement, assessment and or the use of technology, for instance, Linux operating system, the internet, Wikipedia, Face book, Blackboard and e-mailing, ii) Evidence-based, CTL programmes systematically collected and analysed data about what they do and how they do it. iii) Commitment to quality results: all CTL staff who participated in the CTL programmes was united by the same passion for good quality teaching and learning (Lange, 2015).

The annual reports of the UFS to the Minister of Education gave an account of how they attempted to undo apartheid education system.

Characteristic 2 deal with the *shift in innovation and diffusion in the corporate world* which were an asset to the UFS. Due to the ever-changing environments, modern universities have adopted managerial approaches where techniques, originating from “for profit” organisations, are increasingly being adapted for the use within public and voluntary sector (Smith, 2012). It is not surprising that the UFS also shifted its organisational ethos to the corporate world. The three common and important features of Innovation and Diffusion Theory are at play at the university. They are openness in which structures are transparent, allowing access to users and permitted participants. Networking operates through structures and enables rapid lateral transfer of new material and user-driven that affords a new level of empowerment and contribution to participants who otherwise might have been redundant (Bentley, 2010). These features could be easily translated to the HEIs as indicated in the following educational policy documents: In one of its proposals NEPI (1992) pointed out that academic freedom should be made to give academic staff and researchers’ freedom to pursue and disseminate knowledge without fear of persecution. One method of disseminating knowledge rapidly was technology, amongst other. NCHE (1996) proposed that a single co-ordinated system of higher education should respond to the new strategies that would assist in confronting political, social and economic reconstruction. In this regard, there would be partnerships with business and industry in which technology plays a major role. Education White Paper 3 (1997) commits the Ministry of Education to stakeholders’ participation in the development of policy. As stakeholders, business and industry would be part of the planning to serve a new social order to meet the pressing national needs and respond to new realities and opportunities. Guidelines for Mergers and Incorporations (2003) advanced the increase of universities of technology in the country and thereby acknowledge the importance of technology in the country’s system of education.

The question of the social goals of equality, for instance, redresses of socio-structural inequalities and socio-economic, political, cultural and human resource, was endorsed as important objectives of the PSE. For that reason, the attainment of equality in relation to access to institutions and quality in terms of the resourcing of institutions introduced a range of disciplines, research and graduate programmes as suggested by Adam, Barents & Wolpe (1993).

One of the articles advocating transformation at the UFS (Dumela, 2007) supported all of the above-mentioned.

The annual reports of the UFS to the Minister of Higher Education highlighted the innovative use of technology, drawing on theoretical model of teaching practice that moves along a continuum

from traditional lectures to the flipped classroom in which students use technology to view recorded lectures outside of class time and during time spend on enquiry-based learning. Blackboard is also used as learning management system that underpins various e-learning initiatives.

Characteristic 3 investigates *the role played by networking structures in enabling lateral transfer of new material* at the UFS. Networking is an interaction with others to exchange information and develop professional and social contacts. In this instance, it is the construction, design and the use of cabling, hub, bridge, switch routes and also the use of telecommunication protocol and computer software (Rouse, 2006).

What is more relevant to the discourse is the notion that the transfer of knowledge involves capturing, collecting and sharing explicit and tacit knowledge through commercial and non-commercial activities such as research collaborations, consultancy, publication, etc. All these activities take place in all the universities of South Africa and globally (European Commission, 2007). Further explanation is found in the following education policy documents: NCHE (1996) maintained that co-operation as one of the hallmarks in communication and encouraged an active role for associations and different agencies that promote interaction and co-ordination through a range of partnerships within institutions on a national level. Education White Paper-3 (1997) indicated that consultation is the expression of the democratic will that commits the Ministry to stakeholders' participation in the development and formulation of the policy. Guidelines for Mergers and Incorporations (2003) mentioned that in order to perform the process of merging successfully, institutions should be inclusive, consultative and allow stakeholder participation by using the existing governance structures such as senates and SRC's.

In this instance, research articles advocating transformation at the UFS, maintain that the broader IT infrastructure plan has to take a long-term view, to migrate from occasional access to "always-on" status to 30 000 students over the next five years. This would include the potential shift in many varied facets such as licensing for software, purchase of library journals, Wi-Fi coverage and data storage capacities (Progress at the University of the Free State to combat racism and advance transformation, 2015).

The Annual Report (2006) stated that the UFS adopted an open learning approach. The principle of this approach is that it uses resource-based learning and e-learning as methodologies to improve the learning and teaching environment.

Characteristic 4 deal with the manner in which *Innovation and Diffusion Theory* was practical at the UFS. The practicality of the theory is covered in a number of teaching, learning and research initiatives initiated by the Centre of Teaching and Learning (CTL). For example, i) Electronic Teaching and learning Environment Project (ETALE) originated from the renewed international focus on teaching and learning, the rapid growth of new technologies and the need to be a competitive institution of learning in which digital profile and teaching and learning needs of staff and students at the institution were established (Meintjes, 2015). ii) Student success portal: Quality online skills development for students (the development of attributes through curriculum in the classroom and co-curricular activities that strengthen the qualities) is also part of the skills development initiatives (Haarhoff, 2015).

Badat (2007) opined that education transformation may have been unsuccessful or delayed due to the lack of innovation of technologies and technological instruments. This was a cause to the difficulty of theorising new conditions and the new post-apartheid horizon with its changes, ambiguities and dearth of skills to manage innovation.

However, the fast development of innovation and diffusion brought about drastic changes in teaching, learning and research in the HEIs at the UFS as indicated hereunder.

The main delivery points of innovation and diffusion at the UFS are Information and Communication Technology and the Centre for Teaching and Learning (CTL). Students at the South Campus gave positive feed-back regarding software offered at the computer laboratory and that the internet accessibility on campus was good. According to the UFS Self-Evaluation report 2006-2016, there are three main aspects of e-learning. They are e-assessment; the full utilisation of Blackboard online support service and the use of open educational resources in teaching and learning that are in full use on campus which benefits students.

The practicality of the Innovation and Diffusion Theory at the UFS appeared in the 2010 Annual Report to the Minister that stated that the UFS had a small office but effective and efficient Management Office responsible for HEMIS reporting and also for supplying relevant information for strategic planning, enrolment plans, quality assurance, including self-evaluation, monitoring student enrolments, success rates, throughput and graduation rates, etc. The office also handled all ad hoc requests for management information from functional units within the university, as well as outside and ad hoc requests for statistical data at the University.

The practicality of the theory is also covered in the general literature reviewed concerning major universities of the world, in Puukka, Dubarle, McKiernan, Reddy & Wade (2012). They examined

higher education institutions in the region (Free State) regarding human capital and skills development. Technology transfer, business innovation, regional capacity building and partnerships are among the spin-offs gained by the UFS, Central University of Technology (CUT), Further Education and Training colleges as well as businesses, regional agencies and government bodies acting to attract foreign investment.

Characteristic 5 investigates the *benefits of empowerment* that contributed to the transformation of the UFS. There is a belief that technological innovation seem to focus on the technology itself and the goals they can accomplish. But this is not always the case because the beliefs and behaviours that accompany technology also accomplish the desired effects on education. It is assumed that by simply following technology, it will bring about the desired results of maximising profit or productivity and that the beliefs and behaviours of the employees are treated as of secondary importance or are overlooked completely (Giacquinta, *et al.*, 1993). This attitude is at the organisation/company /institution's peril.

It is thus reasonable to argue that from an implementation perspective, the heart of an innovation does not reside only in the technology itself or in its goals but it is found in the attitudes and activities that people need to adopt before they can use the technology to achieve specific goals (Brummelhuis, 1995).

The significance of the above is confirmed by the education policy documents, viz., NEPI (1992), NCHE (1996), Education White paper 3 (1997), National Plan for Higher Education-Minister of Education (2001), Mergers and Incorporations (2003), Report of the Ministerial Committee on transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2008), The Oversight Committee on university transformation (2013) and HESA presentations to the portfolio Committee on Higher Education and Training (2014).

These documents agree that empowerment of the stakeholders is at the heart of transformation of the South African higher education system. The documents suggest the empowerment benefits for the South African universities including UFS as well as the country as a whole. The benefits are as follows: staff quality work, employee satisfaction, collaboration and a sense of increased responsibility, accountability and ownership for their work resulting in an extra edge in order to outperform the competitors to gain market share (The Saylor Foundation 2013).

Innovative ideas embracing empowerment at the UFS are captured in its Draft Transformation Charter: "We, the members of the UFS, recognise that the onus is on each and every individual member to endorse, consciously and deliberately, the rights and responsibilities contained in this

Charter in all our capacities, and between all groupings at the university”. It went on to mention that transformation entails the active implementation of appropriate institutional changes in response to internal and external dynamics while realising the highest democratic ideals of freedom, justice and equity (Progress at the UFS to combat racism and advance transformation, 2015).

In affirming the stance taken by the UFS above, general literature on transformation in higher learning institutions, Lau (2010) conceded that employee empowerment has long been associated with organisational outcomes such as innovation, greater effectiveness and better performance in the day to day operations of a university. The study further acknowledged that the success of empowerment initiatives may depend on the extent to which organisational members feel valued and affirmed and also required an organisational climate that they perceived as supportive of innovation, change, and risk-taking behaviours. Administrators in higher education can maximise their organisational strategies by acquiring internal mechanisms that can stimulate and encourage new ideas for innovation proposal, adoption, and implementation to occur.

Through the Employment Equity Policy as in the 2003 annual report to the Minister of education a “Grow your own Timber” programme was introduced at the UFS to develop, recruit and appoint blacks in academic positions. The university benefitted immensely from the programme. The 2005 Annual Report further maintained that the purpose of the policy was to provide the guiding principles, the institutional framework and basic strategies for the development and implementation of university’s employment equity programme.

Characteristic 6 covers *the relevance of innovation and diffusion to the leadership* at the UFS. In response to the characteristic, the education policy documents, particularly, the NEPI (1992) proposed that the internal governance of the institutions should ensure that procedures and practices are democratic and transparent, inclusive, consultative, and participatory, *etc.* NCHE (1996) also mentioned governance as one of the most important ingredients of innovation in that the commission proposed a branch of higher education that would provide efficient and effective service to the new single and co-ordinated higher education system.

Education White Paper 3-A Programme for Transformation of Higher Education (1997) highlighted the increased and broadened participation, responsiveness to societal needs and the co-operation and partnerships in governance.

The National Plan for Higher Education-Ministry of Education (2001) outlined the framework and mechanisms through which the proposal of the White Paper would implement its policy goals, the

indicative targets for the size and shape of the higher education system, participation rates, programme mixes, equity and efficiency goals and demographic composition of the student body reflecting the composition of the population.

Guidelines for Mergers and Incorporations (2003) proposed the creation of a new identity of the merged institutions although bringing together two dissimilar institutional cultures would be a major challenge. Report on the Ministerial Committee on Transformation and the Social Cohesion and the Elimination of Discrimination in Public Institutions (2008) derived its existence from the White Paper 3 to deal with discrimination on university campuses.

The annual report of the UFS to the Minister of Higher Education & Training (2015) reported that the UFS tackled two major issues. They were the composition of the senate and the language policy. The proposed changes included the increased number of senators and the reduction of professors by 60% filling the remaining 40% with heads of departments who were not professors and the representation of lecturing staff up to senior lecturer. It was advised that in each category there be black and female staff. Regarding the language policy, after a thorough and broad consultation it was finally decided that lectures would be in English supported by an extended tutorial system in English, Afrikaans and an indigenous language depending on specific campus needs.

The Management information at the UFS resides within the Institutional Information Systems (IIS) unit of the DIRAP. The unit is responsible for the provision of data and information from the UFS PeopleSoft system to stakeholders at the UFS, as well as submission of data to the Higher Education Management Information System (HEMIS) of the DHET. The IIS improved its human resource capacity through the appointment of four new staff members in 2015, including interns. This is to improve and expedite the storage and analysis of its management information (The annual report of the UFS to the Minister of Higher Education Training, 2015).

According to Otto & Bezuidenhout (2015) the development of Academic Leadership Programme at the UFS, helped the internal stakeholders to use the combination of interpersonal and hard skills to form part of the culture of the departments. It was thus imperative that the role and needs of the academic leader be supportive and sustainable to educational environment.

Characteristic 7 deals with *the extent to which innovation and diffusion as a means of deeper understanding of educational endeavour were operative at the UFS*. This meant innovation and diffusion as part of understanding educational changes taking place at the HEI's including the UFS. Education policy documents relevant in this regard are: NEPI (1992) maintained that the

creation and monitoring of PSE, consultation with the interested groups and constituencies, basic rights and values for PSE should be enshrined in the constitution and that single ministry of education should play a major role in a new developing South Africa.

NCHE (1996) stated that it envisaged a new system of higher education characterised by increased participation from all sectors of society; by greater institutional responsiveness to policy imperatives, and by a new set of co-operative relationships between higher education and the broader society. Education White Paper 3 (1997) highlighted the following challenges that needed to be urgently attended to: increased and broadened participation, responsiveness to societal needs and the co-operation, partnerships in governance. National Plan for Higher Education-Ministry of Education (2001) introduced mechanisms for the implementation of the policy goals of the Education White Paper. Guidelines for Mergers and Incorporations (2003) encouraged increased access, promotion of equity, insurance of institutional diversity through mission and programme differentiation and building high level of research capacity.

Report of the Ministerial Committee on Transformation (2008) maintained that the real-life experiences of staff and students suggested that racism and gender discrimination were underplayed and remained a challenge in many South African institutions. It, further, suggested that unless there is a critical mass of black and females who brought to bear a diverse range of values, norms, attitudes and belief on the institutional culture, the transformation agenda in higher education will remain unfulfilled. The Oversight Committee on University Transformation (2013), HESA presentations to the Portfolio Committee on Higher Education and Training (2014) discussed the five critical areas also discussed elsewhere in the discourse.

Research articles advocating change, particularly, Adam, Barents & Wolpe (1993) gave a glimpse of what needed to be changed to transform the educational landscape of the apartheid period. They endorsed the attainment of equality in relation to access to institutions and quality in terms of the resourcing of institutions, introducing a range of disciplines, research and graduate programmes. Norris (2001) is also of the view that transformation as an enacted change should be planned and intended to bring about significant changes in how an institution should be managed, particularly diversity created by affirmative action interventions, institutional culture and landscape. He further maintained that the reconceptualisation of leadership styles, reconstruction of institutions including missions, reformulation of good teaching strategies and develop staff and students to work institutions different from what used to be.

As part of literature advocating transformation at the UFS, the UFS SELF-EVALUATION REPORT 2006 to 2016 reflected on deeper understanding of educational endeavours that were operative at the UFS during the specified period.

For instance, the dramatic change in the size and profile of black student enrolment albeit the remained demographic profile of staff, transformation and institutional culture, particularly language policy, residence placements, a sense of belonging/symbols and statues/community involvement/ student leadership change. All the above-mentioned brought about both symbolic and tangible transformation initiatives.

The 2006 annual report of the UFS to the ministry explained Growth Management Project encompassing the development of a growth of a management and enrolment plan for the UFS, optimising student learning projects and Tri-campus projects in cooperation with the Central University of Technology, University of South Africa, the FET sector and nursing college.

Characteristic 8 covers the possible *underlying sources* that might have been constraints in utilising the innovation and diffusion model at the UFS. Although there might have been a number of achievements regarding transformation of HEIs in South Africa, there were also a number of hindrances that disturbed the achievement of the goals as indicated by the education policy documents. For instance, NEPI (1992) mentioned that the then South African PSE system had sharp divisions drawn between the nature and functions of universities, technical universities and colleges. NCHE (1996) indicated the flawed system due to inequities, imbalances and distortions derived from the past structures of higher education. The Education White Paper 3 (1997) indicated the challenges in vision and principles, structure, growth and governance as well as funding in higher education. National Plan for Higher Education-Ministry of Education (2001) was to arrange a uniform sequence of the implementation of the policy goals which were initially the responsibility of each of the universities in the country to correct the defected education system. Guidelines for Mergers and Incorporations (2003) wanted to open and increase access, promote equity, ensure institutional diversity through mission, programme differentiation and building high level research capacity. Report of the Ministerial Committee on Transformation (2008) stated the apparent disjuncture between the institutional policies and the real-life experiences of staff and students that included specific areas of the institutional activity, for instance, learning, teaching, curriculum, language, residence life and governance. The Oversight Committee on University Transformation (2013) required that the existing practices, institutions and values be reviewed and re-thought in terms of its fitness for the new era. HESA presentations

to the Portfolio Committee on Higher Education (2014) gauged the achievements and the outstanding challenges in the institutions of higher learning so that it could correct the mistakes.

As far as research articles advocating change in higher education sector were concerned, Badat (2010) mentioned a number of challenges of transformation in higher education and training institutions, amongst other,, mediating competing goals in which there was an intractable tension between a number of values and goals of higher education, post-school education for the youth who were not in school and were not employed, as well as adequate state funding enabling policy framework supported and reinforced by adequate state funding, otherwise the promise of higher education would be undermined by financial constraints.

The **UFS SELF-EVALUATION REPORT 2006-2016** indicated that one of the major sources that might indirectly have been a constraint in the utilising innovation and diffusion model at the UFS was the lack of transformation and the institutional culture that included the university language policy.

By the university governance's admission, it appeared that there were two universities on one campus because classes offered in English as medium of instruction were overwhelmingly black and were scheduled in the evening while classes offered in Afrikaans were overwhelmingly white and scheduled during the day. That was also a challenge in drawing class time tables which caused dissatisfaction among black students. When English was accepted as the major language on campus, the Afrikaans-speaking students' enrolment decreased from 30% in 2004, to 25% in 2010, and finally to 20 % in 2014.

The 2012/13 Annual Reports of the UFS to the Minister of education indicated female representation, particularly black women in the Council was regarded as a challenge in the university. The challenge was subsequently solved in later years.

Question 9 deals with how the *combination of the features of innovation and diffusion contributed to the quick distribution of decisions to allocate resources* at the UFS. The three main features of innovations and diffusion, namely, openness (making structures transparent and allowing access to users and participants with few restrictions), networking (enabling rapid lateral transference of new material) and user-driven (a new level of empowerment and contribution to participants) played an important role in educational change at the institution.

As far as the education policy documents are concerned, particularly, NEPI (1992) there are several instances that made the features of the theory to contribute to the quick distribution of

decision to allocate resources, for example, the idea and the creation of a single ministry of education should be open and transparent; and that there should be a speedy allocation of the resources to enable a rapid lateral transference of new material in a single department rather than allocating the resources to nine departments of education. Furthermore as one department, the consultation process would be easier and speedier conducted than in many departments. In advancing the proposal of NEPI regarding single ministry of education NCHE (1996), proposed that the system should respond to the new strategies that would confront the political, social and economic reconstruction; expand the higher education over the next decade and beyond; a strong emphasis on linkage to co-operation and partnerships among the institutions and the implementation of sound policies to promote race, gender, development of new programmes and capacities at the historically disadvantaged universities. On all of the proposals, there had to be quick distribution of decisions to be taken and openness, transparency and networking should play a role. The Education White Paper 3 (1997) had to introduce the proposals above and added the increased and broadened participation, responsiveness to societal needs and the co-operation as well as partnerships in governance. The National Plan for Higher Education-Ministry of Education (2001) outlined the framework and mechanisms for implementing the policy goals of the white paper. Guidelines for Merging and Incorporations of Institutions (2003) furthered the allocation of commitment to a set of coherent and mutually reinforcing afore-mentioned educational policies aimed at increasing access, promoting equity, ensuring institutional diversity through mission and programme differentiation as well as building high level research capacity.

As a derivative from the Education White Paper 3, the report of the Ministerial Committee on Transformation highlighted the real-life experiences of staff and students that suggested racism and gender discrimination underplayed and remained a challenge in many South African institutions. The Oversight Committee on transformation (2013) as legislation, in brief, required all existing practices, institutions and values be re-viewed and re-thought in terms of their fitness for the new era.

The three features of innovation and diffusion that played a significant role in distributing decisions to allocate resources are also prominent in the research articles advocating educational change. There are two main issues that were at the heart of discussions by Adam, Barents & Wolpe (1993), the attainment of equality in relation to access to institutions and quality in terms of the resourcing of institutions, introducing a range of disciplines, research and graduate programmes. These, were urgently and seriously discussed in almost all transformation engagements (Norris, 2001; Cloete, Bunting & Bunting, 2002; Badat, 2007).

Research articles advocating transformation at the UFS included Ramahlele's (2007) account on transformation at the UFS in the early 1990's. He mentioned the establishment of the Bridging Programme currently known as University Access Programme as the beginning of the access of black students and the introduction of the bilingual medium at the UFS. He went on to indicate the establishment of the Student Transformation Committee, and the Mangaung University Partnership Programme as precursors to the present transformation initiatives at the UFS. Criticism levelled at the slow pace of transformation at the South African public Universities as encouraged by Higher Education Quality Committee (HEQC) also urged faster and deeper transformation initiatives (UFS SELF-EVALUATION REPORT 2006-2016).

The 2006 annual reports of the UFS to the Minister of Education indicated the relevance of the three common features of innovation and diffusion, namely, openness, networking, user-driven implemented to, amongst others, promote effectiveness of decision-making and management information, for example, a documentation management system to store and make documentation accessible electronically, Fact Book primarily prepared for the institutional audit has improved to be a useful management information tool and the UFS-HEDA management information system was introduced to the selected users in the faculties and the user group was established to function under the guidance of the planning unit.

Characteristic 10 deals with the *positive aspects of innovations and diffusion theory* in the educational changes at the UFS. There are several positive aspects of innovation and diffusion theory in the HE sector. Few are cited, viz. collaboration, open exchange and dialogue, successful reform strategies, competing intellectual and ideological currents and the significance of technology in many walks of life. To single one amongst others, is collaboration which is the heart of open innovation because people and knowledge sets are blended together to accelerate the pace of innovation and that extensive networking approach incorporates a philosophy of innovation as being co-creative and user-driven in collaborative process.

Open innovation further emphasises adaptive networking and multiple forms of engagement which increases the flow of information and knowledge among the educational institutions (Bergman, Jantunen & Saksa, 2014). Relevant educational policy documents in this instance are: NCHE (1996) that explicitly indicates higher education system had to be linked to a strong emphasis on co-operation and partnerships between higher education and society in order to confront the political, social and economic reconstruction. Education White Paper (1997) also emphasises participation, responsiveness to societal needs and the co-operation and partnerships

in governance of certain academic and research projects among educational institutions. In the National Plan for Higher Education (2001) it is mentioned that institutional co-operation remains an important tool for addressing the broader social, educational, economic and political goals of the higher education system. One amongst others is building the new institutional identities and cultures as integral components of a single national co-ordinated higher education system. The restructuring of the higher education system otherwise known as Guidelines for Mergers (2003) was to ensure the sustainability, for instance, efficiency and effectiveness of the use of resources that required the reduction in the number of institutions through combining institutions. The argument was that the then landscape and institutional configuration of higher education had their roots in apartheid and were inadequate to meet the socio-economic needs. In addition, it is claimed that South Africa did not have the human and financial resources to maintain the apartheid institutional configuration. The brief on the Report of the Ministerial Committee on Transformation (2008) was, as the title indicates emanated from the Education White Paper that explained that transformation required all existing practices, institutions and values be viewed anew and rethought in terms of their fitness for the new era. The Oversight Committee on university transformation (2013) was as a result of the White Paper and the Report of the Ministerial committee and was mandated to advise the Minister on the key constituencies in higher education on policies, strategies and interventions and to promote institutional culture based on the values and principles enshrined in the constitution for staff and students. Statistics on Post-school Education and Training in South Africa: 2008-2014 indicated the improvement of student enrolment due to the above interventions in higher education institutions. HESA presentations to the Portfolio Committee on Higher Education and Training (2014) looked into critical areas of higher education and the improvement thereof.

Czernierwicz, Ravjee & Mlitwa (2005) maintain that the landscape reveals that there has been an increase in interest in technology in many higher education institutions in South Africa since 2000. This is due to the idea that people are moving towards a new kind of society in which ICTs are considered basic requirements and that society requires a support infrastructure in the form of people with knowledge, skills and the ability to deliver ICT services. ICT in the Higher Learning Institutions involve a reformulation of the nature of learning and requirements of graduate. ICTs in universities play the role of educational change agency and that technological innovation and educational innovation are intertwined.

The Centre for Teaching & Learning which was established in 2012 as the result of merger between Centre for Higher Education Studies and Development; and the sub-directorate of

DIRAP: Student Development & Success at the UFS, specialises in innovative approaches in teaching and learning on campus. The CTL works in collaboration with faculties to develop interventions that benefit departments, individual staff and students to advance academic excellence of teaching and learning as its core function. To achieve this goal, the centre utilises innovative methods, for example, in 2015 edition, CTL handled educational topics such as building organisation for change and teaching leadership, highlighting innovation as a driver for change, *etc.*

This is a positive way of advancing educational changes and approaches at the UFS.

The annual report of 2004 indicates the positive aspects of innovations and diffusion theory in educational changes at the UFS in that ICT played an important role in the realisation of the blended learning and teaching model. It is mentioned that contact teaching is reduced by computer supported teaching and learning. It is further mentioned that interactivity between the lecturer and the student is improved by synchronous and asynchronous computer learning tools.

7.1.2.1.2 Schematic presentation of the characteristics of Innovation & Diffusion Theory

Characteristic 1-10 of Innovation & Diffusion in relation to the survey on Perceptions **regarding race and ethnic issues on campus** are represented by Tables 121-130 (**Addendum 121-130**). The main findings of this matching exercise indicated that *Open source methods for creating, refining & sharing knowledge at an institution (121)* was not well understood or known. Although *innovation & diffusion was an asset to the educational institution (122)* many were unsure. The importance of *networking structures (123)* was partly known by some and others were unsure. The *Practicality of innovation & diffusion (124)* seemed unknown by some entering students. That the *benefits of empowerment contributed to transformation through innovation (125)* seemed to be known by few. *The relevance of innovation & diffusion as a model of change in leadership (126)* was not wholly known. *As means of understanding educational endeavour, (127)* innovation & diffusion seemed not to play a major role in the institution. Although not an outright majority many understood that there might have been some *constraints in utilising innovation & diffusion at an institution (128)*. Many were unsure that the *combination of the features of innovation & diffusion contributed to the distribution of decisions (129)* in the institutions. *The relevance of innovation & diffusion to the educational management (130)* was not that popular whilst there is also neutrality and few opposition.

Characteristic 1-10 on **Stakeholders' Perception Audit at the UFS** are represented by Tables 131-140 (**Addendum 131-140**). The main findings of the matching exercise indicated that *Open source methods for creating, refining & sharing knowledge at an institution (131)*, *A shift of innovation & diffusion from corporate world (132)*, *Networking structures.(133)*, *Practicality of innovation & diffusion (134)*, *Benefits of empowerment (135)*, *Relevance of innovation & diffusion as a model of change in leadership (136)* and *Innovation & diffusion as means of deeper understanding of educational endeavour (137)* were not understood or known. One would, perhaps assume that this was more to the new entering students. *Underlying sources that might have been constraints in utilising innovation & diffusion at an institution (138)* was outright opposed. *Combination of the features of innovation & diffusion that contributed to the distribution of decisions (139)* and *the relevance of innovation & diffusion to educational management (140)* were well supported.

Characteristic 1-10 on **Concepts emerging from the education policy documents** are represented by Table 141-150 (**Addendum 141-150**). The main findings of matching exercise indicated that *Open source methods for creating, refining & sharing knowledge at an institution (141)*, *A shift of innovation & diffusion from corporate world.(142)*, *Networking structures.(143)*, *Practicality of innovation & diffusion (144)*, *Benefits of empowerment (145)*, *Relevance of innovation & diffusion as a model of change in leadership (146)* and *Innovation & diffusion as means of deeper understanding of educational endeavour(147)*, *Underlying sources that are constraints to the utilisation of innovation & diffusion (148)*, *Combination of features that of innovation & diffusion that contributed to the distribution of decisions (149)* ***The relevance of innovation & diffusion to management (150)*** were positively linked to the concepts emerging from the education policy documents. The reason was that the documents cited were advocating change in the institution.

Characteristic 1-10 on **Research articles advocating change in the South African HE sector** are represented by Table 151-160 (**Addenda 151-160**). The main findings of matching exercise indicated that: *Open source for creating refining, & sharing knowledge (151)* *A shift of innovation & diffusion from corporate world (152)*, *Networking structures (153)*, *Practicality of innovation & diffusion (154)*, *Benefits of empowerment (155)*, *Relevance of innovation & diffusion as a model of change...(156)* and *diffusion as means of deeper understanding of educational endeavour (157)* were in agreement with the concepts of redress, inequality and educational development. The *underlying sources that might have been constraints (158)* were quickly spotted out by the innovative educational approaches. The *combination of the features of innovation & diffusion*

(159) also hastened the process of educational development. Innovation & diffusion had always been relevant in acquiring knowledge. (160).

Characteristic 1-10 on **Research articles advocating transformation at the UFS** are represented by Tables 161-170 (**Addendum 161-170**). The main findings of matching exercise indicated that: *Open source methods for creating, refining & sharing knowledge*, (161), *A shift of innovation & diffusion from corporate world...* (162), *Networking structures...*(163), *Practicality of innovation & diffusion* (164), *Benefits of empowerment* (165), *Relevance of innovation* (166) & *diffusion as a model of change in leadership* (166) and *Innovation & diffusion as means of deeper understanding of educational endeavour* (167) were in agreement with the student access, participation of stakeholders, consultation, Transformation Plan, etc. *Constraints to utilising innovation* were quickly dealt with (168), *features of innovation & diffusion* had been useful in the learning & teaching process in the education institutions (169) and *the relevance of innovation & diffusion* had also been useful to both university management and students (170). All the characteristics were positively acknowledged.

Characteristic 1-10 on **UFS Annual Reports (2007-2016)** to the Minister of Education were represented by Tables 171-180 (**Addendum 171-180**). The main findings of matching exercise indicated that: *Open-source methods for creation, refining & sharing knowledge* All the characteristics indicated by the University to the Minister of education were positively recommended, except the characteristic 8 in the 2007 Annual Report, namely, *the underlying sources that constrain utilising of Innovation & Diffusion* (171) and Characteristic 1 in the 2008 Annual Report, namely, *Open-source methods for creation, refining & sharing knowledge* (172). All the characteristics are in favour of the theory.

7.1.3 Prominent characteristic of the System Psychodynamics Theory

1. How are *rituals and routines* part of the transformation initiatives at the UFS?
2. What role did *projection and introjection* play in transforming the UFS?
3. What effect did *regression* among staff and students have at the UFS?
4. How was *leadership* transition affecting the morale of the staff at the UFS?
5. What *strategies were formulated by leadership* to counter the organisational change resistance at the UFS?
6. How were negative social defences *such as regression* turned around to benefit the UFS?

7. How *did experiences that generated past painful memories* positively changed transformation at the UFS?
8. What were the effects of the *blame game (part of splitting)* in the process of transformation at the UFS?
9. How *did social defences* benefit transformation at the UFS?
10. How *did routines* influence the organizational change at the UFS?

7.1.3.1 System Psychodynamics Theory questions in relation to the perused documents

As mentioned earlier, these documents include: the survey on Perceptions regarding race and ethnic issues at the UFS; the Stakeholders perception Audit at the UFS; Education policy documents, research articles advocating change, research articles advocating transformation at the UFS and the UFS annual reports to the Minister of Education.

7.1.3.1.1 Descriptive account of System Psychodynamics Theory

The relevance of System Psychodynamics in the educational change of the UFS is discussed in **characteristic 1** in which *rituals and routines* are part of the transformation initiatives at the UFS. A good education system is always accompanied by a series of educational actions that take place regularly and always in the same order. This is confirmed by the following education policies: NEPI (1992) maintained that the internal governance of the institutions were the mechanisms that were constantly and regularly employed to ensure that procedures and practices are democratic, non-racial and non-sexist. NCHE (1996) further maintained that a constant and regular application of co-operation and partnerships in the governance structures are essential for the well-grounded type of education. Guidelines for Mergers and Incorporations (2003) suggested that the merging institutions should respect one another with the aim of meeting different social and institutional needs and operate from shared, mutually accepted set of assumptions and values that govern relationships and practices. Oversight Committee (2013) was permanently established to monitor the transformation process in Higher Education, a feature that was to be consistent, applicable and regular to all institutions of higher learning including the UFS.

The research articles advocating change in the literature review constantly called for attainment of equality in relation to quality of the resourcing of institutions, introducing a range of disciplines, research and graduate programmes. There was a range of transformation highlights such as access,

comprehensive transformation plan covered in the inclusive institutional culture, academic activities, governance and management in the academic articles advocating transformation at the UFS.

The annual reports of the UFS to the Ministry bear testimony to the fact that there was regular and orderly unfolding of educational events that sought to improve the quality of education in South Africa. The annual report of 2004 mentioned the road shows and career exhibitions that took place during the year to attract many potential students. In respect of the open-days, faculties and various individual departments displayed exhibits and provided valuable information to potential students.

The majority of the visiting learners to these events were black students. New staff members were also constantly initiated at the institution by way of introducing new staff members to the highest ethical and moral standards. The ever-riding role of the University is to create, preserve, transmit and apply knowledge and understanding through teaching, research, creative works and other forms of scholarship.

Characteristic 2 wanted to know the *role projection and introjection* played in transforming the UFS. This actually meant two contrasting feelings or emotions. Projection is when a person has uncomfortable thoughts assigned to others whereas introjection occurs when a subject takes into itself the behavioural attributes of other people. According to Klein (1959) powerful feelings, often unwanted feelings, are split off from the conscious mind and are located in another person. These can be feelings of love, idealisation or perhaps hatred or envy. For instance, parents often project their unfulfilled ambitions on their children. An angry boss may project his/her anger onto his/her personal assistant, making him angry. The boss retains a safe distance from his own rage and the assistant (if he/she takes in the projection), acts out of this anger. In our case, educational policy documents relevant to these feelings are: NCHE (1996) which stated which the South African higher education has a considerable capacity in research, teaching, physical and human resources yet it is fundamentally flawed by inequities, imbalances and distortions derived from the past and partly the present structures. Guidelines for Mergers and Incorporations (2003) attempted to make or create new identities but unfortunately it took along some of the old characteristics as indicated by divisions on campuses to accommodate majority of mostly black or white students. This, perhaps, might not have been deliberately made by the institutions but the geographical positions of the campuses, for example, Bloemfontein campus and the Qwa-Qwa campus in the case of the UFS. Report of the Ministerial Committee (2008) stated that the majority of students' real-life

experiences contrasted educational offerings (e.g. hard-work, trustworthy) of the institutions and the background, for example, the upbringing or environments from where students come from.

Research articles advocating change in Adam, Barents & Wolpe 1993 maintained that the socio-cultural inequalities of class, race and gender have been generated by a particular trajectory of economic and social development during the segregationist and apartheid periods and profoundly conditioned the character of the PSE. The observation that the *#FeesMustFall* campaign in which improvement of education system was ideal but was paradoxically brought about by destroying the universities' facilities and properties

Projection and introjection as explained by Klein (1959) seem not to appear in the research articles advocating transformation at the UFS. In fact, the UFS could not be what it is today had it not been for the attempts made by the leadership at the UFS to portray the conditions at the then UFS as indicated by some of the publications at the UFS, e.g., Ramahlele, 2007; Khotseng, 2001; Internationalisation Policy, 2005; Progress at the UFS to combat racism & advance transformation, 2015; UFS strategic Plan, 2012-2016.

Characteristic 3 sought the *effect of regression among staff and students* at the UFS. In this defence mechanism the temporary and long term reverse of the ego to the early stage of development, for example, a childlike approach to a challenge by dealing with it in an unacceptable way of impulses rather than in a more adult way. Although the South African political settlement came through intense negotiations, the recent and unfortunate unfolding of events in higher education, such as *#FeesMustFall* in which students destroyed the property of HE institutions. These negative developments took the country's economic improvements backwards. This kind of responses to educational challenges demonstrated regression. The education policy documents, publications advocating educational change, the publications advocating transformation at the UFS and the annual reports of the UFS to the Minister of Education are all relevant to the question because the documents are forward-looking and prompted peaceful resolution of the country's higher educational challenges.

Characteristic 4 is concerned with the *leadership transition that affected the morale of the staff* at the UFS. Due to the new challenges facing the HE sector in South Africa in recent years, the morale of both staff and students is stretched to the limit, either positively or negatively. This is mainly caused by the relationship between leadership and employee morale in HE (Ngambi, 2011) and the leadership style (Iqbal, Anwar & Haider, 2015) In his studies Ngambi (2011) discovered that leadership style can influence employees' morale and that certain aspects of leadership style

such as communication, building trust, developing teams, promoting team related activities can influence employees morale. Iqbal, Anwar & Haider (2015) discovered that the participatory style of leadership had a greater positive effect on the employee, for example, the feeling of being in control and confident in doing the job and making decisions. In the UFS context, educational policy documents directly or indirectly supporting the findings are: NEPI (1992) that highlighted consultation with the interested groups and constituencies. NCHE (1996) proposed the new strategies that would confront the political, social and economic reconstruction. This would obviously need a different kind of leadership at the UFS. Education White Paper-3 (1997) also mentioned consultation and the participation of the stakeholders in the development of formulation of policies. National Plan for Higher Education-Ministry of education (2001) proposed the overall growth and participation rates (students), programmes mixes, equity and efficiency goals. Guidelines for Mergers and Incorporations (2003) maintained that successful mergers should be inclusive, consultative with stakeholders' participation. Report of the Ministerial Committee on transformation and social cohesion (2008) maintained that the system of education was fragmented and needed a support of all the stakeholders, for instance, a sense of cohesion and a sense of belonging in order to realise the educational goals.

The Oversight Committee (2013) on university transformation was looking forward to promote an institutional culture for staff and students based on the values and principles enshrined in the constitution. All of the above are in the interest of positively boosting morale of the stakeholders in the institutions.

Leadership and heads of departments at the universities should and are capable of attaining equality in relation to access and quality in terms of the resourcing of institutions, introducing a range of disciplines, research and graduate programmes. However, in the event of doing so leadership styles and participatory involvement of other stakeholders should be considered as proposed earlier in the discourse. Badat (2007) is of the opinion that stock taking should be made by management, staff and students of how much capacity each has contributed and built upon at the previously disadvantaged campuses and the kind of links have been forged between the latter and advantaged campuses.

Dumela (2007) cited the institutional culture to include a sense of belonging among staff and students, establish a campus-wide ownership of the Institutional Charter, an on-going improvement of diversity and multicultural sensitisation and the amended residence placement

policy and strategy. Governance and management concentrated on evaluating the governance and management model and structures for effectiveness and efficiency.

The annual report of 2009 reported the introduction of staff development as part of positive input in staff morale. The annual report of 2010 indicated the employee participation through their unions, namely, UVPERSU and NEHAWU. This was a morale booster to the staff. The 2015 annual report indicated the modernisation of the UFS Human Resources as a support service, UFS academic project and its approach to succession planning, staff development and mentoring in academic departments achieved a greater articulation between the afore-mentioned. A morale booster!

Characteristic 5 deal with the *strategies formulated by leadership to counter the organisational change resistance* at the UFS. In this regard, the following education policy documents are relevant: NEPI (1992) and the White Paper 3 (1997) stated consultation as one strategy that was formulated to the interested groups and constituencies to strengthen functions of each element in the PSE for effective governance. As a strategy, the NCHE (1996) proposed that education should be reshaped to serve a new social order to meet the pressing national needs and to respond to new realities and opportunities. In Merging and Incorporation (2003) of the institutions of higher learning the strategy used was to increase access, promote equity and ensure institutional diversity through mission and programme differentiation and building a high level of research capacity. The Ministerial Committee on transformation (2008) used a sense of cohesion and belonging as a strategy to encounter organisational change resistance. As a strategy for organisational change, the Oversight Committee (2013) advised the ministry on key constituencies in higher education on policies, strategies and interventions needed to combat discrimination and promote institutional culture for students and staff.

Norris (2001) in the research articles advocating change maintained that strategies formulated by leadership to counter the organisational change resistance were the creation of affirmative action interventions, changing the institutional culture and landscape, reconceptualising appropriate leadership styles, reconstructing an institution including missions, reformulation of good teaching strategies and developing staff and students to work in an institution different from what it used to be.

Academic articles in the UFS advocating transformation pin-pointed a number of strategies that were formulated to counter the organisational change resistance. For example, the launching of the Institute for Reconciliation and Social Justice, a comprehensive plan that contained steps that

would ensure that the UFS successfully completed the fourth phase of transformation that included institutional culture (*e.g.* sense of belonging), academic activities (*e.g.* enhancing student performance, enhancing responsiveness and engagement in research) and governance and management (*e.g.* evaluating and governance and management model and structures for effectiveness and efficiency, performance management system, developing management capacity for implementation of the transformation objectives) and also finalising the Equity Employment Plan in relation to the principles of the institutional charter, retaining the black postgraduate students and determining the resource implications of the proposal for enhanced transformation and accelerated redress at the UFS.

Characteristic 6 required answers on how *regression turned around to benefit* the UFS. Regression is explained as temporary and a long term reverse of the ego. In this regard it would be interpreted as the starting or the beginning of the process. Education policy documents indicating the presence of this theory are: NEPI (1992) in which the government was made to consider establishing the PSE whereby consultation with interested groups and constituencies was the hallmark. NCHE (1996) maintained the reshaping of the PSE in terms of new social order, meeting the pressing needs and responding to the new realities and opportunities which were responded to by the UFS. The Education White Paper 3 (1997) prompted the facilitation of the increased and broadened participation, responsiveness to the societal needs and the co-operation and partnerships in governance in the PSE. National Plan for Higher Education (2001) indicated targets for size and shape of the higher education system including the overall growth and the participation rates, programmes mixes, equity and efficiency goals. Mergers and Incorporation (2003) encouraged inclusiveness, consultation and allows stakeholder participation by using the existing governance such as senates, the SRC and institutional forums. Report of the Ministerial Committee on transformation (2008) dealt with real-life experiences such as racism and discrimination on campuses. The Oversight Committee (2013) that advised the ministry with regard to strategies and interventions that needed to combat discrimination and promote an institutional culture for staff and students.

Research articles advocating change that indicated the three major developmental stages, namely mono-cultural, non-discriminatory and multicultural through which South African Higher Education has gone through. Many improvements on campus according to some academic articles in the UFS advocate transformation in which some articles were eloquent about the Reitz episode from which a number of positive educational actions (*e.g.* International Institute for Studies in

Race, Reconciliation and Social Justice, new missions, new facilities such as new residences at the UFS) emanated.

Since 1994, the education landscape in South Africa progressively improved, albeit in tortoise pace. The Annual Reports of the HELs to the Minister of Education indicated the improvements and where the Department could possibly intervene.

Characteristic 7 is concerned with the *experiences that generated past and painful memories that positively changed transformation* at the UFS. Like human beings, the HE sector had to devise means to recover from the sad story of the past, although the HEIs responded differently to the characteristic above. The introduction of Bantu Education was not a good experience for the country and particularly for the black people. Phillips (1999) reflected on the Bantu Education Act as having consolidated, to a large extent, black curricula but, at the same time, bringing down the quality of education compared to missionary schools. The aftermath of this education are well documented in the education cycles. The writing of the education policy documents was in fact one, amongst other ways to change the past painful educational experiences to positive transformation.

Although not cited as original academic articles advocating educational change in the discourse, “Memory struggles: Remembering the apartheid era by University of Natal medical alumni, 1990’s to the early 2000s” by Noble (2015) succinctly captured the essence of the characteristic by reflecting on the issue of memory, especially the constructed nature of memories produced by alumni who studied at the institution during the apartheid era. She concluded that memories of race and racism at that institution had had very real effects. She accepts, though, that while a number of changes have been made at Durban Medical School in recent years, black students and doctors continue to study and work in an environment where many aspects of the racially defined past remain stubbornly in place. This is a typical example of the past and painful memories that positively changed transformation not only at the UFS but also at the entire HEIs.

The UFS’s response to the question is documented in the academic articles in the UFS advocating transformation. For instance, the establishment of the Student Transformation Committee put transformation at the UFS as a permanent point in the agenda in the meetings. The establishment and recognition of workers union on campus, such as Nehawu prompted the employment equity in which sexual harassment and all other forms of discrimination and exploitation were discouraged.

Furthermore, due to the racial injustices meted out to mostly black people (Students and workers) at the historically white institutions many interventions were formulated to counter the racial injustices. What broke the camel's back was the Reitz Episode that heralded many and substantive racial and educational changes at the UFS. For example, the establishment of an International Institute for Studies in Race, Reconciliation and Social Justice was because of the racial tensions on campus. Although the experiences that generated past painful memories as a bitter pill to swallow, they, however brought positive changes on campus.

Annual reports of the UFS to the Minister of Education from the UFS gave a general account of the educational developments at the university.

Characteristic 8 investigated *the effects of the blame game* (part of splitting) in the process of transformation at the UFS. Blame game as part of splitting would mean a response to unwelcomed educational change and organisational stress to individuals and groups in institutional positions such as educational ministry, senates, SRC and institutional forums. However, in the educational setting of this country, blame game is justifiably well-placed in the political arena because of the government separate policy as a corner stone of development in all spheres of life. All the national transformation policy documents, research articles advocating change, academic articles in the UFS advocating transformation and the annual reports to the Minister of Education were an attempt to rectify mistakes made by the apartheid government.

Characteristic 9 deal with how *social defences benefited transformation* at the UFS. Social defence mechanisms were formulated to describe human behaviour in social settings. In this regard, it is formulated to describe human behaviour in educational settings, particularly HEIs. However, in general, education social defences are important because teaching evokes a whole range of feelings and learning that requires motivation which is affective in nature (James 2009). Teaching as an uncertain and unpredictable practice can bring about the feelings of both excitement and anxiety, particularly when educational change is looming. Education policy documents indicating the presence or part of this theory are: Mergers and Incorporations (2003) in which academic structures, programmes and facilities, staff and students as well as research, were to a great extent covered in the institutional culture audit. Report of the Ministerial Committee on transformation (2008) proposed that university residences should be organised as "living and learning communities". This meant extended classroom/seminar time of which lectures and seminars on key challenges could take place.

The Oversight Committee on university transformation (2013) noted a serious disjuncture between policy and real-life experiences of both students and staff, particularly in learning and teaching, curriculum, languages, residence-life and governance. HESA presentations to the Portfolio Committee on Higher Education and Training (2014) highlighted critical areas that needed urgent attention such student access, opportunities and throughput as well as graduation rates.

Academic articles advocating educational change in South Africa broadly endorsed the objectives of PSE in which debates revolved around two important issues, the attainment equality in relation to access to institutions and quality in terms of the resourcing of institutions, introducing a range of disciplines, research and graduate programmes.

Research articles in the UFS advocating transformation highlighted access of academically under-prepared black students at the bridging programme which introduced a parallel medium for teaching and learning.

The Annual reports of the UFS to the Minister do not indicate this aspect clearly. For this reason, it can be reasonably inferred that some social defences were not relevant in some aspects in the institution.

Characteristic 10 wanted to know how *routines influenced the organisational change* at the UFS. A number of researchers and writers defined routines differently, albeit with more or less the same meaning. For example, Wikipedia, the free encyclopedia, defines organisational routines as repetitive patterns of inter-dependent actions in the organization from various perspectives. In addition, the encyclopedia maintains that routines are conceptualised as a mechanism that can explain how work gets done, how they accumulate and represent knowledge, how they pass this knowledge within the organisational units and how they adapt and respond to the changing situations. Penigné (2013) describes routines as repetitive, recognisable patterns of interdependent actions, carried out by multiple actors. Feldman (2000) out-rightly maintained that routines are repeated patterns of behaviour that are bound by rules and customs and that they do not change easily. Feldman and Pentland (2003) proposed three ways that organisational routines can be approached as a unit, i) an undifferentiated ‘black box’. This means likening organisational routines to individual habits, for example, computer programmes or unpacking the routine, looking inside a routine to examine its internal structure. ii) Study particular parts of the routine in isolation. iii) Study the relationships between these parts and the processes by which the parts change.

Based on the definitions and explanations cited above, it is clear that routines are significant for change in organisations, institutions and processes. In this instance, what role do routines play in the educational institutions?

The answer might be found in the educational policy documents, research articles advocating change, academic articles in the UFS advocating transformation and the annual reports to the ministry of higher education in which these in which these policy documents were challenging the former educational dispensation that overwhelmingly catered for a particular section of the South African population.

7.1.3.1.2 Schematic presentation of System Psychodynamics

Characteristic 1-10 of System Psychodynamics in relation to the survey on Perceptions regarding race and ethnic issues on campus are represented by Tables 181-190 (**Addendum 181-190**). The main findings of the matching exercise indicated that *rituals & routines as part of the transformation initiatives at the institution of higher education (181)* were in doubt as indicated by high response on neutrality. There was somewhat some support and opposition in this regard. There is total opposition to *the role played by projection & introjection (182)* in transforming a higher education institution. Mixed responses recorded in *the effect of regression on staff and students at the institution of higher learning (183)*. According to *the effect of leadership in transition on the morale of the staff at the institution of higher learning (184)*, there seemed to be some doubts regarding change. There was no clue of *how to effect strategies to counter the organisational change resistance (185)* on campus. Although it seemed that there was change, albeit minimal, it was regarded as too little and too late. (*Regression turned around to benefit an institution (186)*). A true reflection of *bitter sweet experience in the past painful memories positively changed (accelerated) transformation (187)*. *Apportioning blame, (188)* not taking full responsibility or character to effect change as happened during political and educational transition. Had it not been of lack of enthusiasm (*defence mechanism (189)*), educational transformation could long have taken place. To the contrary, *dynamism as opposed to routines (190)* brought forth some changes at the institution.

Characteristic 1-10 of System Psychodynamics in relation to the survey on **Stakeholders' Perception Audit at the UFS** are represented by Tables 191-200 (**Addenda 191-200**). The main findings of the matching exercise indicated that *ritual & routines (191)* were wholeheartedly supported. The role of *projection & introjection (192)* in this regard is a firm rejection. To the

contrary, *the effect of regression on staff and students (193)* was totally opposed. Change was needed. *Effective leadership (194)* in institutions was highly supported. *Strategies formulated to counter organizational change resistance (195)* were supported. If *regression was for the benefit (196)* of change it should be accommodated. If *bad experiences and memories (197)* could be turned-around to be beneficial that was good for the education system. *Blame-game (198)* was condemned, *leadership (administrators & politicians)* should admit. Also if *social defences (199)* were for the benefit of transformation in the institutions, then it is accepted. Routines are good as long as they can influence organisational change.

Characteristic 1-10 of System Psychodynamics in relation to the matching of **Concepts (consultation, participation, co-operation, etc.) emerging from the education policy documents** are represented by Tables 201-210 (**Addendum 201-210.**). The main findings of the matching exercise indicated that all the under mentioned: *rituals & routines (201)*, *The role of projection & introjection (202)* *the effect of regression, (203)* *the effect of leadership (204)* *transition on the morale of the staff (205)*, *strategies formulated to counter organisational (206)*, *regression to benefit change resistance (207)*, *past painful memories that positively changed transformation (208)*, *social defences that benefitted transformation (209)* and *routines that influenced the organisational change (210)* were supported

Characteristic 1-10 of System Psychodynamics in relation to the matching of **Research articles advocating change in the South African HE sector** represented by Tables 211-220 (**Addendum 211-220.**). The main findings of the matching exercise indicated that all the under mentioned in relation to redress, inequalities, educational development, namely, *rituals & routines(211)*, *the role of projection & introjection (212)* *the effect of regression (213)*, *the effect of leadership transition on the morale of the staff (214)*, *strategies formulated to counter organisational (215)*, *regression to benefit change resistance (216)*, *past painful memories that positively changed transformation (217)*, *Blame-game 218)* *social defences that benefitted transformation (219)* and *routines that influenced the organisational change (220)* were supported.

Characteristic 1-10 of System Psychodynamics in relation to the matching of **Research articles advocating transformation at the UFS** represented by Tables 221-230 (**Addendum 221-230.**). The main findings of the matching exercise indicated that all the under mentioned in relation to student access, new university policies, participation of stakeholders, etc.: *rituals & routines (221)*,*the role of projection & introjection (222)* *the effect of regression (223)*, *the effect of leadership transition on the morale of the staff (224)*, *strategies formulated to counter*

organisational (225), regression to benefit change resistance (226), past painful memories that positively changed transformation (227), Blame –game (228) social defences that benefitted transformation (229) and routines that influenced the organisational change (230) were wholeheartedly supported.

Characteristic 1-10 of System Psychodynamics in relation to the survey on **UFS Annual Report 2007** are represented by Tables 231-240 (**Addendum 231-240**). The main findings of matching exercise indicated mix reaction, namely, *rituals & routines (231), effects of leadership (232), strategies formulated by leadership (233) and past painful experiences (234)* were in agreement with the concepts of redress, inequality and educational development. were positively favoured whereas *the role of projection & introjection (235), the effects of regression (236), negative social defences (237) and the effects of blame game (238)* are opposed. Only few characteristics, viz., *social defences benefitted transformation process (239) & the influence of routines on organizational (240)* were neutral.

Characteristic 1-10 of System Psychodynamics in relation to the survey on **UFS Annual Report 2008** on *rituals & routines, strategies formulated by leadership, negative social defences, past painful memories, blame game & routines on organisational change* agreed with the changes. The rest do not agree. There were mixed responses (positive and negative on the various characteristics) in the **UFS Annual Reports 2009, 2010, 2011, 2012, 2013, 2014, 2015 and 2016**.

7.1.4 Prominent characteristic of Post-Conflict Pedagogy Theory

1. How relevant was the *power of indirect knowledge* at the UFS?
2. In what way was the UFS positively influenced by the *power of indirect knowledge*?
3. How was *indirect knowledge* challenged at the UFS?
4. What were the benefits of *active listening* during transformation at the UFS?
5. How was power of *indirect knowledge* positively diverted during transformation at the UFS?
6. What damages has *indirect knowledge* done to black and white students over the years at the UFS?
7. How were *racial or ethnic stereotypes* interrupted at the UFS?
8. What were the end results of *hope* in the conditions where victimhood trapped white & black stakeholders in an institution like UFS?

9. How did *leadership* engage two opposing stake-holders at the UFS?
10. How did *leaders* change the negative mind-set some the stake-holders at the UFS?

7.1.4.1 Post-Conflict Pedagogy Theory characteristics in relation to the perused documents

As mentioned earlier, these documents include: the survey on Perceptions regarding race and ethnic issues at the UFS; the Stakeholders perception Audit at the UFS; Education policy documents, research articles advocating change, research articles advocating transformation at the UFS and the UFS annual reports to the Minister of Education.

7.1.4.1.1 Descriptive account of Post-Conflict Pedagogy Theory

The relevance of the Post-Conflict Pedagogy in the educational change of the UFS is captured in the indirect knowledge that emanates from the intergenerational transmission of spoken and unspoken knowledge from parents who were there to the children who were not (Jansen, 2001). The theory is also relevant to some of the education policy theories that sought to undo the indirect knowledge: **Characteristic 1.** *The relevance of the power of indirect knowledge* at the UFS is covered in the following education policy documents: NEPI (1992) that highlighted consultations among the stakeholders in the institution and also the interested groups and constituencies in the region. NCHE (1996) in which transmission of some of the flawed inequities, imbalances and distortions derived from the past structure of education are still in place and need to be challenged. Education White Paper 3 (1997) maintained that education must be transformed to redress past inequalities, to serve a new social order, meet pressing national needs and respond to new realities and opportunities. Mergers and incorporations (2003) proposed measures that are inclusive, consultative and allow stakeholder participation. The Report on the Ministerial Committee (2008) in which some of the institutions struggle to build a sense of cohesion and a sense of belonging in which stakeholders feel equally valued. Oversight Committee (2013) in which framework for transformation of higher education guides programme and processes aimed at transforming the post-apartheid education to challenge the indirect knowledge.

As far as the research articles advocating change are concerned, Adam, Barents & Wolpe (1993) are correct to mention that the segregationist and apartheid periods profoundly conditioned the character of the PSE and the indirect knowledge also manifested itself in the separate education system in the country. For that reason, the attainment of equality in relation to access to institutions

and quality in terms of the resourcing of institutions and introducing a range of disciplines and graduate programmes were some, amongst others, aimed at challenging the indirect knowledge. Norris (2001) is also of the opinion that transformation as an acted change was planned and intended to bring about significant changes in how institution must be managed, particularly in bringing together different races.

Ramahlele (2007) aptly highlighted one of the transformation aspects at the UFS is an access of black students in the University Preparation Programme (UPP) which was established as a result of poor performance of students at matric level and wish to continue with their studies at the University level having successfully passed their modules at the UPP. The programme was offered in dual medium of instruction. He also heralded the increase of black staff on campus that made the recognition and acceptance of NEHAWU on campus. Some of these efforts were attempts to indirectly break the indirect knowledge on campus.

The annual report of the UFS to the Minister of Education (2003) hinted a good progress made with Equity Policy and Plan and initiatives for diversity training continued. These were efforts to break down the indirect knowledge which was rife on campus.

Characteristic 2 questioned *the positive influences of the power of indirect knowledge* at the UFS. The negative influences of indirect knowledge according to Jansen (2009) are that they bear and express the bitterness and the loss of their parents long after the initial terror was actually lived and that the stereotypes and racism remain unchecked. The theory is also expressed in the following government policies: The constitution of the RSA in its preamble states that the South African history has been marked by deep divisions between its indigenous people and those of European extraction. The racial divisions of the country had been the backbone of contention and that they spilled over in all walks of life in the country including the education system. Subsequently many education systems came into being. These divisions were later challenged by the education policy documents in the democratic state. NEPI (1992) proposed one Ministry of Education. NCHE (1996) wanted the reshaping of the South African education system to serve a new order and meet the pressing national needs. Education White Paper 3 (1997) maintained that the expression of the will of the people committed the ministry to stakeholders' participation in the development and formulation of the policy. National Plan for higher education (2001) was in favour of the developmental approach intended to guide institutions towards meeting the goals for the system as a whole. Mergers and Incorporations (2003) were for the increasing of access, promoting equity and ensuring institutional diversity. HESA presentations to the Portfolio

Committee on Higher Education (2014) proposed that the critical areas be attended to, specifically student access, opportunities, throughput and graduation rates, research and postgraduate education, epistemological transformation, and higher education landscape.

Research articles, through the writing of Norris (2001), was to break the negative influences of indirect knowledge, and opined transformation was a vehicle through which an intervention strategy to introduce, and manage diversity and that institutional culture and landscape should be changed, to reconceptualise appropriate leadership styles, reconstruct an institution including missions, reformulation of good teaching strategies and develop staff and students to work in an institution different from what is used to be.

On campus, the launching of the Broad Transformation Office, according to Ramahlele (2007), initiated the Diversity Office which was later replaced by the present Institute for Reconciliation and Social Justice. The aim was to break the cycle of social injustices on campus and foster cohesion and a sense of belonging.

The annual report of the UFS to the Minister of Education (2005) in its preamble regarding equity policy, stated that the employment equity policy of the UFS respects, and is founded on the UFS vision and commitment to quality and equity, its mission as a university and academic institution; its values; its socio-political, cultural and geographical environment; its Statute and its legislative environment as stipulated in the Employment Equity Policy. The institution redeemed itself from mono-cultural institution.

Characteristic 3 investigated *how the indirect knowledge was challenged* at the UFS. This is covered in the following education policy documents: NEPI (1992) stated that which a single education system was proposed to challenge all the old policies including the behaviour of students in the former education system. NCHE (1996) proposed the reshaping of higher education system to serve a new order in which new realities are responded to and opportunities are explored. Education White Paper 3 (1997) indicated that the Ministry adopted the principles whereby transformation in the spirit of open and democratic society is based on human dignity, equality and freedom. National Plan for higher education (2001) outlined the framework and mechanisms for implementing the policy goals of the Education White Paper 3 (1997). The Report of the Ministerial Committee on transformation and social cohesion (2008) was as a result of the Education White Paper 3 and the real-life experiences of black and white students were confirmed as different by many findings in institutional literature surveys. The Oversight Committee was also as a result of the White Paper 3 and the Ministerial Committee on transformation (2008)

guided programmes and processes aimed at transforming the post-apartheid education.

The indirect knowledge was challenged in various ways. For example, Badat (2007) observed a number of achievements since 1994. He saw de-racialisation of students and institutions occurring although he lamented about the inequalities in areas such as staff qualification, student quality and also restructuring of higher as insufficient for equity including access, diversity, research capacity and social development.

Regarding the research articles advocating transformation at the UFS, there were also some improvements on many quarters, for instance, a report in Dumela (2007) stated that the Executive Management of the UFS accepted a comprehensive transformation plan that contained the steps that would ensure the UFS successfully completed its fourth phase of transformation which covered the institutional culture, academic activities, governance and management as well as Employment equity.

One of the main highlights of the 2007 annual report of the UFS to the Minister of Education was to increase diversity in the UFS main campus residences so as to avoid the initiation of new students.

Characteristic 4 mentioned *the benefits of active listening* during the transformation at the UFS. Active listening is regarded as an act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation. The relevant education policy documents are: NEPI (1992) in which active listening in this regard would mean before major decisions are made, staff and students should be part of the consultations and participation. Participation in this regard would be listening attentively and contributing to the discussions. In NCHE (1996) two concepts, namely, co-operation and partnerships come into play. The role of participants in any organization or institution is not a quiet role but an active one in which they actively listen and talk about issues at hand. Again, the same concepts are at play in Education White Paper 3 (1997). Mention is made on the increased and broadened participation, responsiveness to societal needs and co-operation and partnerships in governance. Guidelines for Mergers and Incorporations (2003) also mention stake-holders participation by using the existing governance structures such as senates, SRC's and institutional forums. The Oversight Committee (2013) guides programmes and processes aimed at transforming the post-apartheid education.

Although active listening is not directly mentioned in the research articles advocating change, research articles advocating transformation at the UFS and the annual reports of the UFS to the Minister of Education, it was implied that in every meeting held by student bodies, university

management and other role players, there were deliberations and reports of the discussion of the meetings that indicated active listening and participation of members.

Characteristic 5 investigated how *the power of indirect knowledge was positively diverted during transformation* at the UFS. As a theory developed from the South African context, Post-Conflict Pedagogy Theory had many and varied local, cultural, social and educational connotations, particularly in the historically Afrikaans-speaking universities. At the UFS, it is accurately portraited in the local scenario, for instance. Reitz episode in which there were cross roads of the above-mentioned connotations. The birth of new South Africa in 1994 ushered in external and internal pressures in the South African HEIs in which the power of indirect knowledge was strangled. For instance, on a national level, new laws and legislations governing the higher education institutions were made and promulgated. Internally, black staff and students asked questions regarding content and relevance of certain academic and educational offerings. Counselling Centres provided new perspectives on the problem behaviour and gave aid to so-called misbehaving students. Relevant educational policy documents are: The Constitution of the RSA (2001) that positively diverted the power of indirect knowledge by recognising the birth rights of every South African citizen and thereby putting all South Africans from different walks of life on equal basis and also opening education to everyone who wish to study.

NEPI (1992) proposed the creation of one single Ministry of Education that would be monitored by the government and consult with interested groups of people and constituencies about the nature and function of each element in the PSE system that would play a major role by meeting the socio-economic development's needs in a new South Africa. In the same vein, NCHE (1996) mentioned the reshaping of the system of higher education in which students are of the same status unlike in the previous education system(s). Education White Paper-3 (1997) in which the ministry adopted principles open to democratic society based on human dignity that was opposed to indirect knowledge. The National Plan for Higher Education-Ministry of Education (2001) was one of the mechanisms for implementing the policy goals of the White Paper, such as the overall growth of and participation rates, programmes mixes, equity and efficiency goals. The main objectives of the Guidelines for Mergers and Incorporations (2003) were, the increase of access, promotion of equity, ensuring institutional diversity.

All the objectives were directly or indirectly positively diverting the power of indirect knowledge during transformation. The Report of the Ministerial Committee on Transformation (2008) by its' very name indicated the disjuncture between the institutional policies and real-life experiences of

students (black and white) and staff. The contradiction was challenged to avoid conflict and tension within student body and the broader community of parents and the alumni. The Oversight Committee on university transformation (2013) sought to guide programmes and processes aimed at transforming the post-apartheid education and thus required that all the existing practices, institutions and values be re-viewed and re-thought in relation to their relevance to the new era. In order to break the power of indirect knowledge, HESA presentations to the Portfolio Committee on Higher Education and Training (2014) discussed critical issues such as student access opportunities, epistemological transformation in higher education landscape, *etc.*

Research articles advocating change, particularly Norris (2001) maintained that transformation as an acted change had to deal with changing institutional culture and landscape in which black students could participate equally with white students in the historically white institutions. The reconstruction of institutions including mission statements, reformulating good teaching strategies and developing staff and students to work in an institution that is different from what is used to be was one way of positively diverting the power of indirect knowledge during transformation at the UFS.

Some of the academic articles advocating transformation at the UFS, *e.g.* Ramahlele (2007) maintained that access of black students received momentum at the University Preparation Programme that introduced parallel medium for teaching and learning; and that Sesotho, a local indigenous language was promoted into prominence. The establishment of the Student Transformation Committee also made transformation an on-going part of discussion in its meetings. The increase of black staff (academics, administrative and general workers) gave an impetus to the establishment of employment equity.

The intent and purpose of the annual reports to the Minister of Education and Training was to indicate how HEIs go about their business of bringing about a substantial change in the Higher Education sector. This, in itself was to break the power of indirect knowledge to positively divert it and to put it in good use during transformation.

Characteristic 6 investigated *the damages done by indirect knowledge to black and white students over the years* at the UFS. According to Jansen (2005), the indirect knowledge had profound individual and social consequences for how students experienced it, lived it, learned and saw it because it was attached to their ethnic, cultural, religious, language and political identities. Challenges in this kind of knowledge were that it was thematic, emotional and partial. It was thematic because it consisted of broad themes, for example, recipients did not know how it started,

for instance, and they did not have the knowledge of the dates and sequences thereof. It was emotional because it could be explosive in an educational milieu to unprepared teachers to mediate engagements and it could also be partial. Although knowledge is partial, it is the choice of a teacher of what to teach and how to teach a specific knowledge considering the composition and the age of the learners. Consider, for example, a history lesson on land issue in South Africa or a language seminar to a racially mixed class! For that reason, teacher preparation programmes and in-service programmes need to consider these kinds of consequences. The following transformation education policy documents are relevant: NCHE (1996) the system of South Africa's higher education was flawed by inequalities, imbalances and distortions derived from the past and the present structure. In the Report of the Ministerial Committee on transformation and social cohesion and the discrimination in public higher education institutions (2008), an apparent disjuncture between the institutional policies and real-life experiences of staff and students was exposed. The Oversight Committee (2013) observed racism and racial discrimination in the university residences.

Research articles advocating change pointed to the socio-structural inequalities of class, race and gender generated by trajectory of economic and social development during the segregationist and apartheid periods. The academic articles in the UFS advocating transformation pointed to the 2008 Reitz episode.

The damages done by indirect knowledge to black and white students over the years at the South African universities, including the UFS, have been chronicled in many educational and newspaper articles. For example, the article in the Mail & Guardian (2010) mentioned that anti-racism talk threatens to become a perpetual complaint that resort to constantly angry black and constantly guilty South Africans. Dolby (2001) wrote an article titled "White Fright: the politics of white youth identity in South Africa".

Although it is not specifically written about in the consulted research articles advocating transformation at the UFS, the damages done by indirect knowledge to black and white students are implied in the sense that certain fundamentals of deep transformation on racially divided campus were learned from the Reitz incident, for example, physical segregation was cautiously introduced in the residences, for example, Gateway Residences, social integration was encouraged by engaging students in various stereotype reduction and anti-racism training.

Also by implication, there was bad blood between some black and some white students on campus. This is indicated in the Annual Report (2013) in which it stated that in the human project,

programmes aimed at encouraging the normalisation of relationships and interaction on campus as a core element of activity on the campuses of the UFS.

Characteristics 7 investigated how *racial or ethnic stereotypes were interrupted* at the UFS. According to the University Counselling Center at the University of Notre Dame (2017), racial stereotypes are automatic and exaggerated mental pictures that are held about members of a particular racial group. It is further mentioned that as children grow older they are easily influenced by their parents, peers and the media. The tendency to label different racial groups as superior/good/ or inferior/bad increases significantly during those years. Additionally, less contact people have with a group will strengthen their impression (good or bad) regarding that group. Any negative experience that people have with a member of a particular group the more they are likely to have negative feelings about the group as a whole. Any negative experiences that people have with a member of a particular group can strengthen their racial stereotypes and create fears about particular races. Based on their fears, they develop an “us versus them” mentality that tend to be self-protective in nature. Because of their harmfulness in human relations, they need to be interrupted. In the South African Higher Education context, the negative racial and ethnic stereotypes were positively interrupted as observed in the following education policy documents: NEPI (1992) maintained that the internal governance of the institutions was the mechanisms employed to ensure that procedures and practices were democratic, non-racial and non-sexist. NCHE (1996) suggested that HEIs would need to address the pervasive issues around race and gender on their campuses through various mechanisms and policies. Report of the Ministerial Committee (2008) maintained that the real-life experiences of black and white students differed markedly in their perceptions regarding transformation and discrimination in the institutions due to the influences during their upbringing. However, the commission justifiably proposed several interruptions on racial or ethnic stereotypes, for example, the introduction of a common and compulsory first year course for under and post graduate students regarding challenges facing South Africa, the review of the obstacles hindering the implementation of effective language policies and practices, to request the institutions to indicate how they intend to give effect to their commitment to multiculturalism and also how African languages can be developed as academic languages. Oversight Committee on university transformation (2013) sought to guide programmes and processes aimed at transforming the post-apartheid education.

HESA presentations to the Portfolio Committee on Higher Education and Training (2014) as an interrupter of racial and ethnic stereotypes, considered all critical areas that could bring about educational transformation in HEIs, for example, student access opportunities, epistemological

transformation, students' plight regarding funding, consideration of research and postgraduate education and the next generation of academics who might bring new outlook in the HEIs.

Research articles advocating general change according to Norris (2001), the racial or ethnic stereotypes in the institutions of higher learning were interrupted by changing the institutional culture and landscape, reconceptualising appropriate leadership styles, reconstructing an institution including missions, reformulation of good teaching strategies and developing staff and students to work in an institution that is different from what it used to be.

The UFS introduced two important projects, namely, academic and human projects. What is concerning are the human projects that interrupted racial or ethnic stereotypes. According to the UFS Strategic Plan 2012-2016, human project has been grouped into four cluster, namely, confronting prejudice (a university responds to and initiates changes in the world around them), the culture of inclusion (a culture of respect, discussion, dialogue and dissent), equity, openness and access (a university which thrives on greater racial, intellectual and geographical diversities) and community service and engagement (academic excellence co-exists with the quest for public service that included building inclusive culture, preparing the new student leadership, extending public scholarship, institutional transformation and inter-campus equity).

The annual report of 2010 mentioned that the racial or ethnic stereotypes at the UFS were interrupted by de-racialising and increasing access to student governance, that included, the introduction of public discussion forums on key student life programmes, review and restructuring of engagement meetings between the rectorate and the SRC, the introduction of a Broad Student Transformation Forum and study groups to review student governance at the level of the SRC-constitution.

Characteristic 8 investigated the *end results of hope in the conditions where victimhood has trapped white and black stakeholders in an institution like UFS*. Two main concepts in the above statement are hope and victimhood. In this context, hope would mean a feeling of expectation and desire for a particular thing to happen. Victimhood in this regard would mean the state of suffering because of bad treatment. In the South African context, both blacks and whites are intrinsically bind together by history, although for opposing reasons, white fear and black anger (Ramsden, 2015). However, common ground should be found to resolve the serious disagreements/argument between the two opposing groups and the end results can bring about hope.

In of the UFS academic articles advocating transformation, the outcomes for hope under these circumstances, are pointed out by Jansen (2005). He indicates that the quest for individual and

collective understanding within the classroom was absolutely necessary for humans to live and learn within the same space to achieve self-understanding, common humanity and common existence. The outcomes for hope are further covered in the following educational policy documents: NEPI (1992) in which the creation of a single ministry of education was an absolute necessity so that the “we and they” can be changed to the encompassing “We” and that all the races in the country can play a major role in developing a new South Africa, meet the socio-economic development’s needs and produce quality graduates. NCHE (1996) saw the outcomes of hope because the HE sector is based on co-operation and partnerships between higher education and society. A much desired changes cherished by the Education White Paper 3 (1997) as an outcome result for hope was consultation, for instance, the expression of the democratic will of the people that commits the ministry to stakeholders’ participation in the development and formulation of the policy. The National Plan for Higher Education’s (2001) end results of hope was based on a developmental approach intended to guide institutions towards meeting the goals of the system such as the indicative targets for size and shape of the higher education system including overall growth and participation rates, equity and efficiency goals and also the reduction of the number of institutions so that rational arrangement for consolidation of higher education can be made. Guidelines for Mergers and Incorporations (2003) sought to be inclusive, consultative and allow stakeholder participation in order to observe the outcomes of hope and minimise white fears and black anger. Report of the Ministerial Committee on Transformation (2008) acknowledged a number of concerns regarding white fear and black anger, amongst other; students come into institutions with the values and prejudices of the community from which they come. Students differ in their experiences and perceptions regarding transformation and discrimination in institutions and limited progress in the epistemological transformation because the majority of black students struggle with language at the universities, and this limited their academic success. The committee thus commented the UFS with the organisation of students’ residences as ‘living and learning communities’. This meant an extension of the classroom/seminar room in which a programme of lectures and seminars on key challenges such as confront students as leaders and citizens in a changing society and the world can take place. Living and learning together could possibly culminate as the outcomes of hope between fear and anger. The Oversight Committee on university transformation (2013) lived its mandate and that is to advise the Minister and the key constituencies in higher education on policies, strategies and interventions needed to combat discrimination and to promote institutional culture for staff and students which are based on the values and principles enshrined in the constitution.

The outcome of hope in the conditions where victimhood has trapped white and black stakeholders in an institution like UFS was to see students working together for a common good, such as graduating and improving the economy of the country and passing the baton to the younger student generation at the HEIs including the UFS.

Academic articles at the UFS advocating transformation and the Annual Reports of the UFS to the Minister of Higher Education revolved around hope in that their existence and pronouncements would bring educational change in the higher education institutions. The 2010 Annual Report in its transformation overview mentioned that the intervention strategy that was employed by the leadership as diversifying access and participation that included, amongst other, increases in funding to programmes run by the general student associations, introduction of leadership development for executive committees of general student associations as well as culture programmes to include diverse cultural expressions, the inclusion of diverse religious organisations in student life programmes. These initiatives took place immediately after the Reitz episode in 2008.

Characteristic 9 examined *how leadership engaged two groups of opposing stakeholders* at the UFS. The two opposing groups in this context may mean either black and white students or black and white staff in South African universities. The opposition between these groups is mainly based on the political history of the country. Majority of the people believed that it was impossible to achieve a reconciled society for as long as those who were disadvantaged under apartheid remain poor within the ‘new South Africa’ (Hofmeyr & Govender (2015). This is partly true from the manner in which university students respond to the educational challenges that have spilled over to political, social, and economic as well as the general welfare of the country. For example, De Vos (2013) in singling one prominent university in the country maintained that “Stellenbosch University has a long history of racial discrimination and exclusion which was aimed at benefitting white Afrikaners and punishing and disadvantaging black people”. (Of course this also went as far as the historically white universities in general.) However, in demonstrating loyalty and playing to the conscience, leadership in the HE had to be voluntarily or be coerced to engage all the stakeholders to defuse confrontation on campuses. It should be noted, though, that in the educational policy documents discussed hereunder, plans for reconciliation were hatched on a national level and spade work was performed on institutional level. For example, NEPI (1992) proposed that institutions be open to all South Africans regardless of race, gender, geographical origin or class. This meant that university leadership would devise means to engage everybody on campus regarding issues on campus. NCHE (1996) maintained that the reconstruction of the

Institutional Forums, SRC's and other student organisations consisting of students from different racial groups were to assist in developing leadership capacity. National Plan for Higher Education (2001) admitted that the institutional landscape of Higher Education must be restructured to create new institutional and organisational forms to address the racial fragmentation of the system.

Guidelines for Mergers and Incorporations (2003) was of the view that the creation of a new identity may also provide the means for addressing some of the challenges of bringing together two or more different institutional cultures.

Report of the Ministerial Committee on transformation and Social cohesion (2008) maintained that the institutions have been keen to avoid conflict and tension both within the student body and the broader community of parents and alumni although many were opposed to integration of residences.

The Oversight Committee on university transformation (2013) overviewed the state of anti-discrimination in higher education, to look into the nature and extent of racism and racial discrimination and in particular, university residence and other forms of discrimination based on gender, ethnicity and disability. This meant that university leadership had to devise its means of confronting challenges on its campus. Although HESA presentations to the Portfolio Committee on Higher education & Training (2014) gave an encouraging report on the higher educational state of affairs in 2014 regarding student access, research and postgraduate, epistemological transformation, although in some respects, urgent attention was needed in critical issues, the securing of the next generations of academics, the higher education landscape and adequate funding.

Norris (2001) is of a view that in order to reconcile two opposing stakeholders, appropriate leadership styles should be part of the engagement. This is clearly indicated in Institute for Reconciliation and Social Justice in one of its key activities in which a Global Leadership Summit was organised. Students from North America, Europe and Japan visited the campus as part of UFS Leadership for Change Programme Seminar exploring the complex social and political challenges facing the world at large and to ask how students in the HEIs could take the lead in meeting these challenges (Botho, Newsletter of the Institute for Reconciliation and Social Justice, 2012). Directly or indirectly this was one way of engaging both University leadership and student leaderships of the world to put forward plausible solutions.

Maak (2007) argued that leadership contributes to building social capital and ultimately to both a sustainable business and the common good. The above stance also echoes at the UFS for the

common educational good as indicated in Botho (2013). In this Newsletter of the institute for Reconciliation and Social Justice, it is mentioned that the institute, more than any other academic initiative, represents the university's Human Project which rests on cultivating humanity as a counter-strategy to the disrespect and violence that pervade human relations and erode human dignity. The leadership at the institute engages all stakeholders, even those that seem not to work closely together.

The university leadership's recognition and acceptance of workers union, namely NEHAWU which was predominately black workers' union working alongside UVPERSU which is predominately white workers union added value to how leadership engaged two groups of opposing stakeholders at the UFS .

Characteristic 10 dealt with *how leadership changed the negative mind-set of some of the stakeholders* at the UFS. On a national level, the education policy document that was eloquent about leadership and stakeholders was NCHE (1996) which unequivocally stated that different role-players in the institutions should have common goal, play a complementary role and be inter-dependent to the interests and the well-being of the institution. Education White Paper 3 (1997) also stated that Ministry of Education should be committed to the stakeholders' participation in the development and formation of the policy. This, by implication maintained that leadership has a role in involving the stakeholders in order to change the mind-set. National Plan for Higher Education (2001) recognised the current strengths and weaknesses of higher education (leadership) that is based on a developmental approach to guide institutions towards meeting the goals for the system as a whole. Guidelines to Mergers and Incorporations (2003) also contributed immensely by changing the negative mind-set of some of the stakeholders by maintaining that the process of merging to be successful should be inclusive, consultative and allow stakeholders participation by using existing governance structures such as senates, SRCs and institutional forums. Oversight Committee (2013) was mandated, for instance, to advise the Minister and key constituencies in higher education on policies, strategies and interventions needed to combat discrimination and promote institutional culture for staff and students which is based on values and principles enshrined in the constitution.

On the academic articles in the UFS advocating transformation, Dumela (the University local magazine) gave report that the executive management of the UFS accepted a comprehensive transformation plan that contained the steps that would ensure the UFS successfully completed its fourth phase of transformation plan that covered the institutional culture, academic activities,

governance and management. This thus means the involvement of stakeholders to positively change their mind-set.

The Annual Report (2003) indicated the student involvement in the university's social responsibility that was aligned with the Strategic Imperatives for higher education in South Africa and complied with the objectives of the White Paper on Education that promoted and developed awareness amongst students on the role of higher education in social and economic development through community service programmes. The 2004 Annual Report stated the formal recognition of the workers' participation through formal agreements with the Universiteit van die Vrystaat Personeel Unie (UVPERSU) and NEHAWU (National Workers' Union) and a vision by leadership 2009-2014 stated two important notions, namely, human project and an academic project. The Annual Report (2005) stated the staff development and enhancement in order to support and create an enabling environment that will empower staff.

7.1.4.1.2 Schematic presentation of Post-Conflict Theory

Characteristic 1-10 of Post-Conflict Theory in relation to **Perceptions regarding race and ethnic issues on campus** are represented by Tables 241-250 (**Addendum 241-250**). The main findings of matching exercise indicated that *the power of indirect knowledge (241)* has been realised when student enrolled at the university. Only few seemed not to have realised it. The power knowledge *positively influenced the activities at the UFS (242)*. It is assumed that *the indirect knowledge was challenged (243)* head-on at the UFS. *The benefits of active listening during transformation (244)* do not particularly have a positive bearing on students. There is nothing positive about the *indirect knowledge been positively diverted during transformation (245)* period at the institution. It is generally agreed that *damages were made by negative indirect knowledge (246)*. The *interruption of racial & ethnic stereotypes (247)* was not confronted at the institutions. The realisation of *hope* seemed to be slim where *stakeholders were victims (248)*. *Leadership that engages two opposing stakeholders (249)* was likely to be supported by the stakeholders. It is agreed that leaders are capable of *changing the negative mind-set of some of the stakeholders (250)*.

Characteristic 1-10 of Post-conflict Theory in relation to **Stakeholders' Perception Audit at the UFS** are represented by Tables 251-260 (**Addendum 251-260**). The main findings of matching exercise indicated that *the power of indirect knowledge (251)* completely opposed. The *Indirect-knowledge (252)* was equivocally challenged at the institution of higher learning and *was positively diverted (253)* during the period of transformation. *The indirect knowledge (254)* did

not equally damage both black & white students. The *interruption of racial and ethnic stereotypes (255)* was confronted by both black and some white students in the institutions of higher learning. Both black & white stakeholders were equally trapped in the victimhood of indirect knowledge. *That leadership engaged the two opposing stakeholders (256)* and also *changed (the negative mind-set of some of the stakeholders was appreciated.*

Characteristic 1-10 of Post-Conflict Theory in relation to **Concepts emerging from the education policy documents** are represented by Tables 261-270 (**Addendum 261-270**). The main findings of matching exercise indicate that *the influence of power of indirect knowledge* is important, especially with concepts such as consultation, participation, co-operation, sense of belonging, etc. *Listening* in any circumstances is crucial, particularly when there is a need for co-operation. *Indirect knowledge played a crucial role during transformation* in higher education institutions in South Africa. Both black and white students *agree that damage* was inflicted during apartheid era. The *interruption of racial & ethnic stereo types in higher education* rated is high as a sign of appreciation. *Hope* is a virtue particularly when conditions are not favourable as was in higher education. *Engaging leadership* is rated high particularly when a sense of reasoning is lost between two opposing factions. *Negative mind-set can be changed by leaders and stakeholders who listen.*

Characteristic 1-10 of Post-Conflict Theory in relation to **Research articles advocating change in the South African HE sector** are represented by Tables 271-280 (**Addendum 281-290**). The main findings of matching exercise indicate that *the influence of power of indirect knowledge is important* especially with concepts such as redress, inequalities, educational development. *Active listening during transformation* and *the Positive diversion of indirect knowledge during transformation* played a crucial role in improving the relationships on campus. Indirect knowledge caused an untold damage in the psyche of the people. It was, however, rectified. The *racial & ethnic stereotypes in the higher education* were positively interrupted. Despite *the victimhood* that was trapped in people's skin colour, *hope* was the end results of continuous struggle for fairness on the university campus. *Genuine leadership engages two opposing stakeholders.*

Characteristic 1-10 of Post-Conflict Theory in relation to **Research articles advocating transformation at the UFS** are represented by Tables 281-290 (**Addendum 291-300**). The main findings of matching exercise indicate that *the positive influence of power indirect knowledge* was accepted through student access, new university policy, participation of stakeholders, etc. *The benefits of active listening* resulted in better understanding of other races & ethnic groups. Despite its' negativity, indirect knowledge was *positively diverted during transformation* on campus.

Mental & physical damages caused by indirect knowledge were later on diverted the good use. During transformation, the racial & ethnic stereotypes were significantly challenged. The *victimhood of racial slurs & segregation* were reduced among *black & white stakeholders*. *Leadership on campus* confronted the *opposing stakeholders through dialogue and engagement*. Negative racial & ethnic mind-set was successfully challenged on campus.

Characteristic 1-10 of Post-Conflict Theory in relation to **the UFS Annual Report to the Minister of education (2007)** are represented by Tables 291-300 (**Addenda 291-300**). The main findings of matching exercise indicate that the following characteristics: *Power of indirect knowledge (291)*, *the influences of power of indirect knowledge (292)*, *Challenges on indirect knowledge in HE institutions (293)*, *Benefits of active listening in transformation of HE institutions (294)*, *Power of indirect knowledge positively diverted during the transformation process (295)*, *damage inflicted by indirect knowledge on students (296)*, *interruption of race & ethnic stereotypes at the HE institutions (297)*, *the end results of hope amongst students in the HE institutions (298)*, *the engagement of leadership to two opposing stakeholders in the HE institution (299)* and *change of negative mind-set by leadership at the HE institution (300)* were directly or indirectly and positively attended to by the leadership and the university stakeholders.

7.2 CONCLUSION

Important aspects of methodology have been discussed, namely, research approach, paradigm and design. Then an explanatory note was offered in respect of the tables in the Addendum. A summary of the main aspects concerning the two surveys was provided. I then proceeded in presenting the comprehensive discussion from the heuristic labour exerted. This discussion is derived from my analyses of the selected documents, through the main characteristics of the chosen five theories.

Key findings are: The transformation process at the UFS mainly conforms to the characteristics of two theories of change: Action Theory and Survival is Optional: Only leaders with knowledge can lead. However, the three remaining theories have contributed immensely in the process of transformation at the UFS.

To the unfocused eye, the transformation process at the UFS may seem to have taken place in a haphazard or in disorderly fashion. However, the crux of the matter is that theory gives way to understand how institutions respond to calls for transformation. Theories are developed for a particular reason. For example, one theory might be concerned with staff development whilst the

other might concentrate on leadership development. In our case the five selected theories of change are dealing with different aspects of educational change. For example, *Action theory* is designed to get results, *Survival is Optional* deal with knowledge, actors and spaces whilst *Innovation and Diffusion* deals with rapid diffusion of innovation in Information and Communications, *System Psychodynamics* is concerned with the high level of affective intensity in educational institutions because teaching evokes a whole range of feelings and learning that requires motivation which is an affective part of it. Lastly, *Post-Conflict theory* deals with respect to racial tolerance. However, there are certain aspects in which theories are interconnected in resolving a concern in a particular environment (work place, school or factory). It should be considered that institutional transformation is also a complex phenomenon that is multi-dimensional and is non-static.

Transformation at the UFS seems to have been rather slow. It seems that the process was accelerated between 2008 and 2015 (pinnacle period) through some racial and ethnic tensions on campus and gained further momentum through internal factors such as the Reitz episode. It was, thus, reasonable to infer that as a former historically white institution, the UFS had also a fair share of transformation challenges that could be analysed within the context of change theories. The challenge for the university leadership and stakeholders was to consciously keep the transformation momentum on track thereby positively influencing the internal change processes of the UFS and also directly or indirectly influencing other South African universities and the country.

Ten change theories were chosen for discussion: *Moving Change: evolutionary perspectives on educational change*; *Involving children and young people in educational change: possibilities and challenges*; *Multi-layered transformation as a theory of change*; *To seek, to strive, to find, and not to yield: a look at the current conceptions of vision in education*; *Survival is Optional: Only leaders with new knowledge can lead the transformation*; *Action Theory, A force for school improvement*; *Innovation and Diffusion as a theory of change*; *the Psychodynamics of Educational change* and *the Post-Conflict Theory (Educational leadership in racially divided communities)*. The last five theories were used to intensely interrogate chosen literature and surveys on transformation at the UFS in order to sufficiently clarify the transformation initiatives at the university and to provide lessons for the sustainability of transformation at the UFS.

Final conclusions are made and the chapter ends with recommendations derived from the conclusions.

7.2.1 Conclusions reached

Three important research questions had been posed, namely,

1. What would a conceptual analysis reveal about the theories of change at play in the transformation process at the UFS?
2. Which educational change theories sufficiently clarify the transformation initiatives at the UFS?
3. What conceptual lessons can this analysis reveal for sustainability of transformation at the UFS?

Although the educational leaders are not consciously seeking a balance around the theories of change, there are underlying constructs of the theories that educational leaders can consider as important. For instance in *Survival is Optional*, transformation does not merely mean to change or to improve but rather to plan and start over. But that which works well can be considered as part of the organisation. That which fits well in the functioning of the organisation should be left intact. The following conclusions are derived from the findings made in response to these questions.

7.2.1.1 The theories of change revealed in the transformation process at the UFS

In view of the analysis and interpretation of the results, the following were evident, *Action Theory* was revealed as the most prominent change theory with the overall score of 621. The second prominent theory was the *Survival is Optional*: Only leaders with new knowledge can lead the transformation with the score of 556. The third contender is Post-Conflict theory with the score of 555. The fourth recorded change theory is Psycho-Dynamic Theory with the score of 508. Innovation and Diffusion is the last change theory with the score of 487.

All five education change theories scored equally in relation to the education policy documents, research articles advocating change in the South African HE sector, research articles advocating transformation at the UFS and the Annual Reports of the UFS to the Minister of Education and Training. This meant that they are theoretically and equally important in the aspirations towards a transformation process at the UFS. The findings suggest when ordinary university participants' views were surveyed (as in the Stakeholders' Perception Audit and the Perception survey on race and ethnic issues), two theories' characteristics are more prominent, viz., *Action Theory* and *Survival is Optional*. This can be interpreted as that ordinary people are less prone to carefully

select what they say in the survey encounter and therefore less prone to censor their thoughts. When figures in authority write reports and responses to policy or when academics write articles, the tendency to be balanced drives the written piece to be reflective of all five selected theories of educational change. It leaves one with the question about the honesty with which such writings can portray an institutional environment as such. The conclusion is therefore made that the careful construction of written accounts of transformation and the aspiration for transformation, offers the opportunity for institutions to direct the narrative too strongly; hence the balancing act of theoretical considerations.

The narrative format of the Findings section is a summary of the numerous tables in the Addendum.

7.2.1.2 Educational change theories that sufficiently clarify the transformation initiatives at the UFS

The most prominent change theories that were identified as sufficiently clarifying the transformation initiatives at the UFS based on their overall scores were *Action Theory* and *Survival is Optional: Only leaders with new knowledge can lead the transformation* as indicated in the analysis and interpretation. Action Theory, as one of the top two prominent change theories at UFS, suggests that the following three change theories, Innovation and Diffusion, Psychodynamics and Post-conflict seemed to have played an underlying role in the transformation process at the UFS, they added value to the transformation initiative.

This was evidenced in their scores in the education policy documents, Research articles advocating change in the South African HE sector, Research articles advocating transformation at the UFS and the Annual Reports of the UFS to the Minister of Education and Training.

7.3 RECOMMENDATIONS

The study revealed the change theories that were at play at the UFS through intensive literature review on transformation. Lessons learned from the analysis were that change theories should be investigated further to look for their place in the transformation process at the UFS and indeed in the Higher Education sector.

Action Theory as the most prominent change theory indicated “action” as the name suggested. In the case of the UFS illustrious leadership acted swiftly to rectify and improve the learning conditions of students. In the case of HE sector, the Department of Higher Education and Training brought in the Transformation Oversight Committee (2013), to set the framework for the transformation of Higher Education and sought to guide programmes and processes aimed at transforming the post-apartheid education. In order for the Transformation Oversight Committee to advise institutions to re-visit, review and re-think all the existing institutional practices and values in terms of their fitness for the new era, it is recommended that the Transformation Oversight Committee point HE institutions to theories of change to plan for transformation.

In contrast, the White Paper 3 (1997) and the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public HE Institutions were lackadaisical in enforcing the action. Implementation and follow-ups should therefore be taken seriously.

Survival is Optional: Only leaders with new knowledge can lead the transformation came second as a prominent education change theory. This suggested that leadership in HE institutions can bring about the in-depth education transformation only when they have knowledge and enthusiasm to do so. The change in Language Policy at the UFS was one good example that indicated leadership courage to change the medium of instruction at the university amidst court cases, discouragement and denials. This should be a motivating factor to the entire HE sector; therefore the recommendation is that Universities South Africa (the representative body of VC’s) should invest strongly in building and supporting a cohort of Vice-Chancellors unafraid to drive transformation.

The conclusion that written accounts, either advocating or reporting transformation, provide much leeway for narratives to be theoretically and strongly directed by institutional authors calls forth the recommendation that regular small and large assessments of ordinary stakeholders be conducted. Such assessments, I recommend, should be constructed of a variety of education change theories. This may assist in building and testing education change theories for varied HE contexts in South Africa.

In a broader sense, theories of change can give guidance in developing policies. Ellis (2011) is of the opinion that mostly the practitioners of theory of change use the approach to guide organizational strategy formation. Change theory helps to shift and influences how people in organizations do their work. This includes the processes of hiring and developing staff, how to identify and assess opportunities for new projects. This goes further to include the design and the

deliverance of changed programmes based on evaluation and the theory and practice (Stein and Valters (2012).

United Nations Development Group (2017) succinctly captures the idea by mentioning that a theory of change is a method that explains how a given intervention, or set of interventions, are expected to lead to a specific development change, drawing on a causal analysis based on available evidence. UNDAF (2017) further maintains that a thorough theory of change helps guide the development of sound and evidence-based programme strategies, with assumptions and risks clearly analysed and spelled out.

In closing it needs to be acknowledged that an interpretivist study such as this one has limitations such as the reliance on the researchers-devised analysis framework. However, as the reams of Tables attest, it is an endeavour that can at least strive towards rigour.

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ADDENDUM. A. (Tables)

Table 1
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 1 of Survival is optional theory: The prerequisites for radical change in a formerly divided university (1)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened			*
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other			*

	racial groups for fear of being called racist			
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

3 Support 0 Neutral & 10 oppose

Table 2
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 2 of Survival is optional theory: Power Relations to empower stakeholders (2)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*

46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 positive responses and 0 neutral 9 oppose

Table 3
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 3 of Survival is optional theory: The role played by critical reflections, beliefs & values in the educational change (3)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	

5 support responses and 8 neutral responses.

Table 4
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 4 of Survival is optional theory: Developed initiatives mediated between knowledge & the interests of stakeholders (4)</i>				
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	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

5 support responses, 5 neutral and 3 oppose responses.

Table 5
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 5 of Survival is optional theory: The role played by leadership in transforming an institution by challenging the status quo(5)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		

30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

All 13 supporting responses are registered.

Table 6
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 6 of Survival is optional theory: Vision as change agent affect transformation process (6)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened			*
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups			*
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		

51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		
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11 support, 0 neutral & 2 Oppose

Table 7

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 7 of Survival is optional theory: Involvement of stakeholders in decision-making (7)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened		*	
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

7 Support, 2 Neutral 4 Oppose

Table 8

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 8 of Survival is optional theory: The role of policy-widows in transformation (8)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened		*	

22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success		*	
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

10 supporting 3 Neutral & Opposing

Table 9
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 9 of Survival is optional theory: The role played by leadership vision in the aggregation of the other components of transformation (9)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>

13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support, 0 neutral & 9 oppose

Table10
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 10 of Survival is Optional Theory: Transformational initiatives oriented around long-term visions of the institutions of higher learning (10)</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus		*	
23a	Most students have close friends from different race groups	*		

28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 supporting responses, 4 neutral and 5 opposing responses

Table 11
Stakeholders' Perception Audit at the UFS

<i>Characteristic 1 of Survival is optional theory: The prerequisites for radical change (11)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		

5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 supporting responses, 0 neutral and 0 opposing responses

Table 12
Stakeholders' Perception Audit at the UFS

<i>Characteristic 2 of Survival is optional theory: Power Relations to empower stakeholders (12)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses support Survival Theory.

Table 13
Stakeholders' Perception Audit at the UFS

<i>Characteristic 3 of Survival is optional theory: Critical reflections, beliefs & values (13)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>

1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support the theory.

Table 14

Stakeholders' Perception Audit at the UFS

Characteristic 4 of Survival is optional theory: Developed knowledge & the interests of different stakeholders in an institution (14)				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support the theory.

Table 15
Stakeholders' Perception Audit at the UFS

<i>Characteristic 5 of Survival is optional theory: The role played by leadership in transforming an educational institution (15)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses support the theory

Table 16
Stakeholders' Perception Audit at the UFS

<i>Characteristic 6 of Survival is optional theory: As an agent of change, vision affect the transformation process at an Institution (16)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		

4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses support the theory.

Table 17
Stakeholders' Perception Audit at the UFS

<i>Characteristic 7 of Survival is optional theory: The critical involvement of stakeholders in decision-making processes in the transformation of an institution (17)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses support the theory.

Table 18
Stakeholders' Perception Audit at the UFS

Characteristic 8 of Survival is optional theory: the role played by the policy windows (18)				
	Statements	Support Theory	Neutral	Oppose Theory
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses support theory.

Table 19

Stakeholders' Perception Audit at the UFS

Characteristic of Survival 9 Survival is optional theory: The role played by leadership vision in the aggregation of the other components of transformation at an institution (19)				
	Statements	Support Theory	Neutral	Oppose Theory
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		

3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses support theory.

Table 20

Stakeholders' Perception Audit at the UFS

<i>Characteristic 10 of Survival is optional theory: Transformation initiatives for long-term vision at an institution (20)</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

All 10 responses are in support the theory.

Table 21

Concepts emerging from the education policy documents

Characteristic 1 of Survival is optional theory: The prerequisites for radical change in a formerly divided university (21)				
	Emerging Concepts	Support Theory	Neutra 1	Oppose Theory
NEPI (1992)	Consultation	*		
	Participation of stakeholders	*		
NCHE (1996)	Co-operation	*		
	Partnerships	*		
White Paper-3 (1997)	Participation	*		
National H E Policy (2001)	Meet educational goals	*		
Mergers & Incorporation (2003)	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee (2008)	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee (2013)	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa (2014)	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. All support Theory Total =19

**Table 22
Concepts emerging from the education policy documents**

Characteristic 2 of Survival is optional theory: Power Relations to empower stakeholders (22)				
	Emerging Concepts	Support Theory	Neutra 1	Oppose Theory
NEPI (1992)	Consultation	*		
	Participation of stakeholders	*		
NCHE (1996)	Co-operation	*		
	Partnerships	*		

<i>White Paper-3 (1997)</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 23
Concepts emerging from the education policy documents

<i>Characteristic 3 of Survival is optional theory: Role played by critical reflection, beliefs & values in the educational change (23)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
	Access	*		
	Research	*		

Higher Education South Africa	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 24

Concepts emerging from the education policy documents

Characteristic 4 of Survival is optional theory: Developed initiatives mediated between knowledge & the interests of different stakeholders (24)				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 25

Concepts emerging from the education policy documents

Characteristic 5 of Survival is optional theory: The role played by leadership in a transforming educational institution (25)				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory

<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 26
Concepts emerging from the education policy documents

<i>Characteristic 6 of Survival is optional theory: Vision as change agent affect transformation process (26)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		

<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 27
Concepts emerging from the education policy documents

<i>Characteristic 7 of Survival is optional theory: The critical involvement of stakeholders in decision-making processes in the transformation of an institution (27)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
	Access	*		

<i>Higher Education South Africa</i>	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 28
Concepts emerging from the education policy documents

<i>Characteristic 8 of Survival is optional theory: The role of policy-widows in transformation(28)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Educational land scape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 29
Concepts emerging from the education policy documents

<i>Characteristic 9 of Survival is optional theory: The role played by leadership vision in the aggregation of the other components of transformation at an institution (29)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory

NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 30
Concepts emerging from the education policy documents

Characteristic 10 of Survival is optional theory: Transformation initiatives for long-term vision at an institution (30)				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
	Co-operation	*		

	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP=1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. All Support Theory Total=19

Table 31
Research articles advocating change in South African HE sector

<i>Characteristic 1 of Survival is optional theory: The prerequisites for radical change in a formerly divided university (31)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 32
Research articles advocating change in South African HE sector

<i>Characteristic 2 of Survival is optional theory: Power relations that were successfully negotiated to empower stakeholders to be change agents (32)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		

	All 3 responses support the theory
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Table 33

Research articles advocating change in South African HE sector

<i>Characteristic 3 of Survival is optional theory: The role played by critical reflection, beliefs and values in the educational change (33)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 34

Research articles advocating change in South African HE sector

<i>Characteristic 4 of Survival is optional theory: The developed initiatives that mediated between knowledge and the interests of different stakeholders (34)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 35

Research articles advocating change in South African HE sector

<i>Characteristic 5 of Survival is optional theory: The role played by leadership in a transforming educational institution that challenged status quo (35).</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	3 responses support the theory			

Table 36

Research articles advocating change in South African HE sector

<i>Characteristic 6 of Survival is optional theory: An agent of change, vision affected transformation (36).</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		

	3 responses support the theory
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Table 37

Research articles advocating change in South African Higher Education sector

<i>Characteristic 7 of Survival is optional theory: The critical involvement of stakeholders in decision-making processes in the transformation of an institution (37)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	3 responses support the theory			

Table 38

Research articles advocating change in South African Higher Education sector

<i>Characteristic 8 of Survival is optional theory: The role of policy-widows in transformation (38).</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	3 responses support the theory			

Table 39

Research articles advocating change in South African Higher Education sector

<i>Characteristic 9 of Survival is optional theory: The role played by leadership vision in the aggregation of the other components of transformation at an institution (39).</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	3 responses support the theory			

Table 40

Research articles advocating change in South African Higher Education sector

<i>Characteristic 10 of Survival is optional theory: Transformation initiatives for long-term vision at an institution (40)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		

	3 responses support the theory
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Table 41

Research articles advocating transformation at the UFS

<i>Characteristic 1 of Survival is optional theory: The prerequisites for radical change in a formerly divided university (41)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 42

Research articles advocating transformation at the UFS

<i>Characteristic 2 of Survival is optional theory: Power relations that were successfully negotiated to empower stakeholders to be change agents (42)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 support the theory

Table 43

Research articles advocating transformation at the UFS

<i>Characteristic 3 of Survival is optional theory: The role played by critical reflection, beliefs and values in the educational change(43)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		

	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 support the theory

Table 44

Research articles advocating transformation at the UFS

<i>Characteristic 4 of Survival is optional theory: The developed initiatives that mediated between knowledge and the interests of different stakeholders (44)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 45

Research articles advocating transformation at the UFS

<i>Characteristic 5 of Survival is optional theory: The role played by leadership in a transforming educational institution that challenged status quo (45).</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 support the theory

Table 46

Research articles advocating transformation at the UFS

<i>Characteristic 6 of Survival is optional theory: An agent of change, vision affected transformation(46)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
<i>Dumela (2007)</i>	Anti-racism	*		
	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 support the theory

Table 47
Research articles advocating transformation at the UFS

<i>Characteristic 7 of Survival is optional theory: The critical involvement of stakeholders in decision-making processes in the transformation of an institution (47)</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
<i>Dumela (2007)</i>	Anti-racism	*		
	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 48
Research articles advocating transformation at the UFS

<i>Characteristic 8 of Survival is optional theory: The role of policy-widows in transformation</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		

	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 49

Research articles advocating transformation at the UFS

<i>Characteristic 9 of Survival is optional theory: The role played by leadership vision in the aggregation of the other components of transformation at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
	<i>Jansen (2012)</i>	New University Policies	*	
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 50

Research articles advocating transformation at the UFS

<i>Characteristic 10 of Survival is optional theory: Transformation initiatives for long-term vision at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		

	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 51
UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2007

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	Role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interest	*		
5	Role of leadership in transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	Role of Policy windows in the transformation process	*		
9	Vision of leadership as component of transformation	*		
10	Transformational initiatives around long-Term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 52
UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2008

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	The role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		

8	The role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 53
UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2009

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	Role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	Role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	Role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 54
UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2010

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	Role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	Role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse of stakeholders in decision-making	*		
8	Role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		

10	Transformational initiatives around long-term vision for change	*		
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10 support responses, 0 neutral and 0 opposing responses

Table 55

UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2011

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	The role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	The role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 56

UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2012

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	The role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	The role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 57

UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2013

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical reflections, beliefs & values in the educational change	*		
4	Initiatives mediated between knowledge & interest	*		
5	The role of leadership in transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	The role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 58

UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2014

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical Reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	The role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	The role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 59

UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2015

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	The role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	The role of Policy windows in the transformation process	*		
9	Leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 60
UFS Annual Reports to the Minister of Education

Survival is Optional vis-à-vis concepts from the Annual Report 2016

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Prerequisites for radical change	*		
2	Power Relations to empower stakeholders	*		
3	The role of critical reflections, beliefs & values in educational change	*		
4	Initiatives mediated between knowledge & interests	*		
5	The role of leadership in the transformation process	*		
6	Vision as agent of transformation	*		
7	Involvement of diverse stakeholders in decision-making	*		
8	The role of Policy windows in the transformation process	*		
9	leadership vision as a component of transformation	*		
10	Transformational initiatives around long-term vision for change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 61
Perceptions regarding race and ethnic issues on campus

Characteristic 1 of Action Theory: The effectiveness of motivation in accomplishing educational goals at an institution

	Statements	Support Theory	Neutral	Oppose Theory
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13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 responses support Action Theory and 9 opposing responses.

Table 62
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 2 of Action Theory: Capacity building involved in the collective effectiveness of a group in changing an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		

41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory.

Table 63
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 3 of Action Theory: Reform strategies that create learning cultures in an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support action Theory

Table 64
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 4 of Action Theory: The establishment of Capacity Building for partnerships among institutions</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory.

Table 65
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 5 of Action Theory: Reflective action in which shared vision, ownership & behaviour change influenced educational outcomes</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		

30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory.

Table 66
Perceptions regarding race and ethnic issues on campus

Characteristic 6 of Action Theory: Learning strategies that promote interaction within the tri-level system				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		

50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory.

Table 67
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 7 of Action Theory: Peer & leadership support impacted positively on educational outcomes at an institution</i>				
	<i>Statements</i>	<i>\Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory.

Table 68
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 8 of Action Theory: The influence of stakeholders engagements in the educational outcomes an institution</i>				
	<i>Statements</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>

		<i>Theory</i>		<i>Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory

Table 69
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 9 of Action Theory: Reform measures in the cultivation of a sense of inter-dependence of leadership structures</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		

41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory.

Table 70
Perceptions regarding race and ethnic issues on campus

Characteristic 10 of Action Theory: The influence of institutional reform strategies on opportunities for learning and teaching				
	Statements	Support Theory	Neutral	Oppose Theory
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 responses support Action Theory and 0 on neutral and opposing responses.

Table 71
Stakeholders' Perception Audit at the UFS

Characteristic 1 of Action Theory: The effectiveness of motivation in accomplishing educational goals

	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

Table 72
Stakeholders' Perception Audit at the UFS

<i>Characteristic 2 of Action Theory: Capacity building involved in the effectiveness of a group in changing an institution</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

Table 73
Stakeholders' Perception Audit at the UFS

Characteristic 3 of Action Theory: Reform strategies that create learning cultures in an educational institution				
	Statements	Support Theory	Neutral	Oppose Theory
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 supporting, 0 neutral and 0 opposing.

**Table 74
Stakeholders' Perception Audit at the UFS**

Characteristic 4 of Action Theory: The establishment of Capacity Building for partnerships among institutions				
	Statements	Support.	Neutral	Oppose theory
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skill	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 Support, 0 Neutral & 0 Oppose

**Table 75
Stakeholders' Perception Audit at the UFS**

Characteristic 5 of Action Theory: The reflective action in which shared vision, ownership & behaviour change influenced educational out comes				
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	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

Table 76
Stakeholders' Perception Audit at the UFS

Characteristic 6 of Action Theory: Learning strategies that promote interaction within the tri-level system				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

Table 77
Stakeholders' Perception Audit at the UFS

Characteristic 7 of Action Theory: Peer & leadership support impacted positively on educational outcomes				
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	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

Table 78
Stakeholders' Perception Audit at the UFS

<i>Characteristic 8 of Action Theory: The influence of stakeholders' engagements in the educational outcomes an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

Table 79
Stakeholders' Perception Audit at the UFS

Identifiable characteristic 9 of Action Theory: Reform measures in the cultivation of a sense of inter-dependence of leadership structures				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing

**Table 80
Stakeholders' Perception Audit at the UFS**

Characteristic 10 of Action Theory: The influence of reform strategies on opportunities for learning and teaching				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 responses support Action Theory and 0 on neutral and opposing responses.

**Table 81
Concepts emerging from the education policy documents**

Characteristic 1 of Action Theory: The effectiveness of motivation in accomplishing educational goals				
	Emerging Concepts	Support Theory	Neutra 1	Oppose Theory
NEPI (1992)	Consultation	*		
	Participation of stakeholders	*		
NCHE (1996)	Co-operation	*		
	Partnerships	*		
White Paper-3 (1997)	Participation	*		
National H E Policy (2001)	Meet educational goals	*		
Mergers & Incorporation (2003)	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee (2008)	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee (2013)	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa (2014)	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, HEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. All support Theory Total =19

Table 82

Action Theory and concepts emerging from the education policy documents

Characteristic 2 of Action Theory: Capacity building involved in the effectiveness of a group in changing an institution				
	Emerging Concepts	Support Theory	Neutra 1	Oppose Theory
NEPI (1992)	Consultation	*		

	Participation of stakeholders	*		
<i>NCHE (1996)</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3 (1997)</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 83
Concepts emerging from the education policy documents

<i>Characteristic 3 of Action Theory: Reform strategies that create learning cultures in an educational institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		

<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 84
Concepts emerging from the education policy documents

<i>Characteristic 4 of Action Theory: The establishment of Capacity Building for partnerships among institutions</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 85
Concepts emerging from the education policy documents

<i>Characteristic 5 of Action Theory: The reflective action in which shared vision, ownership & behaviour change influenced educational out comes</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 86
Concepts emerging from the education policy documents

<i>Characteristic 6 of Action Theory: Learning strategies that promote interaction within the tri-level system</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
	Inclusivity	*		

Mergers & Incorporation	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 87
Concepts emerging from the education policy documents

Characteristic 7 of Action Theory: Peer & leadership support impacted positively on educational outcomes				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		

	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=Total=19

Table 88
Concepts emerging from the education policy documents

<i>Characteristic 8 of Action Theory: The influence of stakeholders' engagements in the educational outcomes an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 89
Concepts emerging from the education policy documents

<i>Characteristic 9 of Action Theory: Reform measures in the cultivation of a sense of inter-dependence of leadership structures</i>

	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 90
Concepts emerging from the education policy documents

<i>Characteristic 10 of Action Theory: The influence of reform strategies on opportunities for learning and teaching</i>				
	<i>Emerging Concepts</i>	Support T	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		

	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. All Support Theory Total=19

Table 91
Research articles advocating change

<i>Characteristic 1 of Action Theory: The effectiveness of motivation in accomplishing educational goals</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 92
Research articles advocating change

<i>Characteristic 2 of Action Theory: Capacity building involved in the effectiveness of a group in changing an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 93
Research articles advocating change

<i>Characteristic 3 of Action Theory: Reform strategies that create learning cultures in an educational institution</i>				
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	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 94

Research articles advocating change

<i>Characteristic 4 of Action Theory: The establishment of Capacity Building for partnerships among institutions</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 95

Research articles advocating change

<i>Characteristic 5 of Action Theory: The reflective action in which shared vision, ownership & behaviour change influenced educational out comes</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 96

Research articles advocating change

<i>Characteristic 6 of Action Theory: Learning strategies that promote interaction within the tri-level system</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 97

Research articles advocating change

<i>Characteristic 7 of Action Theory: Peer & leadership support impacted positively on educational outcomes</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 98

Research articles advocating change

<i>Characteristic 8 of Action Theory: The influence of stakeholders' engagements in the educational outcomes an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 99

Research articles advocating change

<i>Characteristic 9 of Action Theory: Reform measures in the cultivation of a sense of inter-dependence of leadership structures</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 100

Research articles advocating change

<i>Characteristic 10 of Action Theory: The influence of reform strategies on opportunities for learning and teaching</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 101

Research articles advocating transformation at the UFS

Characteristic 1 of Action Theory: The effectiveness of motivation in accomplishing educational goals				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Ramahlele (2007)	Student Access	*		
	Jansen (2012)	New University Policies	*	
	Participation of stakeholders	*		
Institute for reconciliation & Social Justice (2013)	Consultation	*		
	Anti-racism	*		
Dumela (2007)	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 102

Research articles advocating transformation at the UFS

Characteristic of 2 Action Theory: Capacity building involved in the effectiveness of a group in changing an institution				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Ramahlele (2007)	Student Access	*		
	Jansen (2012)	New University Policies	*	
	Participation of stakeholders	*		
Institute for reconciliation & Social Justice (2013)	Consultation	*		
	Anti-racism	*		
Dumela (2007)	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 103

Research articles advocating transformation at the UFS

Characteristic 3 of Action Theory: Reform strategies that create learning cultures in an educational institution				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Ramahlele (2007)	Student Access	*		
	Jansen (2012)	New University Policies	*	
	Participation of stakeholders	*		

<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 104

Research articles advocating transformation at the UFS

<i>Characteristic 4 of Action Theory: The establishment of Capacity Building for partnerships among institutions</i>				
<i>Emerging Concepts</i>		Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
	<i>Jansen (2012)</i>	New University Policies	*	
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 105

Research articles advocating transformation at the UFS

<i>Characteristic 5 of Action Theory: The reflective action in which shared vision, ownership & behaviour change influenced educational outcomes</i>				
<i>Emerging Concepts</i>		Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
	<i>Jansen (2012)</i>	New University Policies	*	
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 106

Research articles advocating transformation at the UFS

Characteristic 6 of Action Theory: Learning strategies that promote interaction within the tri-level system				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Ramahlele (2007) Jansen (2012)	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
Institute for reconciliation & Social Justice (2013)	Consultation	*		
	Anti-racism	*		
Dumela (2007)	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 107

Research articles advocating transformation at the UFS

Characteristic 7 of Action Theory: Peer & leadership support impacted positively on educational outcomes				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Ramahlele (2007) Jansen (2012)	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
Institute for reconciliation & Social Justice (2013)	Consultation	*		
	Anti-racism	*		
Dumela (2007)	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 108

Research articles advocating transformation at the UFS

Characteristic 8 of Action Theory: The influence of stakeholders' engagements in the educational outcomes an institution				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Ramahlele (2007) Jansen (2012)	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
Institute for reconciliation & Social Justice (2013)	Consultation	*		
	Anti-racism	*		

<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 109

Research articles advocating transformation at the UFS

<i>Characteristic 9 of Action Theory: Reform measures in the cultivation of a sense of inter-dependence of leadership structures</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 110

Research articles advocating transformation at the UFS

<i>Characteristic 10 of Action Theory: The influence of reform strategies on opportunities for learning and teaching</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 111

UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2007</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building for group effectiveness to educational change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of interdependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 positive responses, 0 neutral and 0 negative

Table 112

UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2008</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 positive responses, 0 neutral and 0 negative

Table 113

UFS Annual Reports to the Minister of Education

<i>Action theory vis-à-vis concepts from the Annual Report 2009</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 positive responses, 0 neutral and 0 negative

Table 114

UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2010</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 support responses, 0 neutral and 0 opposing responses

Table 116

UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2011</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 support, 0 neutral & 0 oppose

Table 117
UFS Annual Reports to the Minister of Education

<i>Action theory vis-à-vis concepts from the Annual Report 2012</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 support responses, 0 neutral and 0 opposing responses

Table 118
UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2013</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 support responses, 0 neutral and 0 opposing responses

Table 119
UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2014</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 support responses, 0 neutral and 0 opposing responses

Table 120
UFS Annual Reports to the Minister of Education

<i>Action Theory vis-à-vis concepts from the Annual Report 2015</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Effectiveness of motivation in educational goals	*		
2	Capacity Building in group effectiveness in change	*		
3	Reform strategies in the creation of learning culture	*		
4	Capacity Building in partnerships in HE institutions	*		
5	The influence of reflective action in behaviour change	*		
6	Learning strategies in the promotion of tri-level system	*		
7	Peer & leadership support on educational outcomes	*		
8	The influence of stakeholders engagements in HE system	*		
9	Reform measures to cultivate a sense of inter-dependence	*		
10	The influence of strategic reform on learning & teaching	*		

10 support responses, 0 neutral and 0 opposing responses

Table 121

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 1 of Innovation and Diffusion Theory: Open source methods for creating, refining & sharing knowledge at an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened		*	
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success		*	
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	

51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	
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1 response supports the theory, 11 neutral and 1 opposing responses.

Table 122

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 2 of the Innovation and Diffusion Theory: A shift of innovation & diffusion from corporate world to an educational institutions was an asset</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened		*	
22	Racial discrimination is a serious problem on campus		*	
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

5 responses support the theory and 8 neutral and 0 opposing responses.

Table 123

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 3 of the Innovation and Diffusion Theory: Networking structures played an enabling role in lateral transference of new material at an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		

28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	

6 support Innovation & Diffusion Theory and 7 on neutral.

Table 124

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 4 of the Innovation and Diffusion Theory: Practicality of innovation & diffusion theory in an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened			*
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		

49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

2 responses support the theory, 6 neutral and 5 opposing responses.

Table 125

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 5 of the Innovation and Diffusion Theory: Benefits of empowerment that contributed to transformation at an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support the theory, 5 neutral and 4 opposing responses.

Table 126

Perceptions regarding race and ethnic issues on campus

Characteristic 6 of the Innovation and Diffusion Theory: The relevance of innovation & diffusion as a model of change in leadership				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	

5 responses support the theory and 8 neutral and 1 opposing responses.

Table 127

Perceptions regarding race and ethnic issues on campus

Characteristic 7 of the Innovation and Diffusion Theory: Innovation & diffusion as means of deeper understanding of educational endeavour				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		

30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

6 responses support the theory and 4 neutral and 3 opposing responses.

Table 128
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 8 of the Innovation and Diffusion Theory: Underlying sources that might have been constraints in utilising innovation & diffusion at an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened			*
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups		*	
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*

49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

7 responses support the theory, 4 neutral and 3 opposing responses

Table 129

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 9 of the Innovation and Diffusion Theory: Combination of the features of innovation & diffusion that contributed to the distribution of decisions</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	

3 responses support Innovation & Diffusion Theory and 7 neutral and 2 opposing responses.

Table 130

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 10 of the Innovation and Diffusion Theory: The relevance of innovation & diffusion to the educational management & the improvement of tri-level structure</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Opposed Theory</i>

13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	

3 responses support the theory, 6 neutral and 4 opposing responses.

**Table 131
Stakeholders' Perception Audit at the UFS**

<i>Characteristic 1 of Innovation & Diffusion Theory: Open source methods for creating, refining & sharing knowledge at an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision		*	
2	Internal & external stakeholders' view on institutional values-high academic standard		*	
3	Internal & external stakeholders' views on student leadership		*	
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel		*	
5	Employability of graduates because of qualification		*	
6	Employability of graduates because of life-skills		*	
7	Employability of graduates because of institutional leadership skills		*	

8	Campus environment-Infrastructure & accessibility		*	
9	Campus environment-Sports facilities & safety		*	
10	Consultation		*	

0 support responses, 10 neutral and 0 opposing responses.

Table 132
Stakeholders' Perception Audit at the UFS

<i>Characteristic 2 of Innovation & Diffusion Theory: A shift of innovation & diffusion from corporate world to an educational institutions was an asset</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision		*	
2	Internal & external stakeholders' view on institutional values-high academic standard		*	
3	Internal & external stakeholders' views on student leadership		*	
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel		*	
5	Employability of graduates because of qualification		*	
6	Employability of graduates because of life-skills		*	
7	Employability of graduates because of institutional leadership skills		*	
8	Campus environment-Infrastructure & accessibility		*	
9	Campus environment-Sports facilities & safety		*	
10	Consultation		*	

0 support responses, 10 neutral and 0 opposing responses.

Table 133
Stakeholders' Perception Audit at the UFS

<i>Characteristic 3 of Innovation & Diffusion Theory: Networking structures played an enabling role in lateral transference of new material at an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision		*	
2	Internal & external stakeholders' view on institutional values-high academic standard		*	
3	Internal & external stakeholders' views on student leadership		*	
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel		*	

5	Employability of graduates because of qualification		*	
6	Employability of graduates because of life-skills		*	
7	Employability of graduates because of institutional leadership skills		*	
8	Campus environment-Infrastructure & accessibility		*	
9	Campus environment-Sports facilities & safety		*	
10	Consultation		*	

0 support responses, 10 neutral and 0 opposing responses.

Table134

Stakeholders' Perception Audit at the UFS

<i>Characteristic 4 of Innovation & Diffusion Theory: Practicality of innovation & diffusion theory in an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision		*	
2	Internal & external stakeholders' view on institutional values-high academic standard		*	
3	Internal & external stakeholders' views on student leadership		*	
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel		*	
5	Employability of graduates because of qualification		*	
6	Employability of graduates because of life-skills		*	
7	Employability of graduates because of institutional leadership skills		*	
8	Campus environment-Infrastructure & accessibility		*	
9	Campus environment-Sports facilities & safety		*	
10	Consultation		*	

0 support responses, 10 neutral and 0 opposing responses.

Table 135

Stakeholders' Perception Audit at the UFS

<i>Characteristic 5 of Innovation & Diffusion Theory: Benefits of empowerment that contributed to transformation at an educational institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		

3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 136
Stakeholders' Perception Audit at the UFS

<i>Characteristic 6 of Innovation & Diffusion Theory: Relevance of innovation & diffusion as a model of change in leadership</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 137
Stakeholders' Perception Audit at the UFS

<i>Characteristic 7 of Innovation & Diffusion Theory: Innovation & diffusion as means of deeper understanding of educational endeavour</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>

1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 138

Stakeholders' Perception Audit at the UFS

<i>Characteristic 8 of Innovation & Diffusion Theory: Underlying sources that might have been constraints in utilising innovation & diffusion at an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 support responses, 0 neutral and 10 opposing responses.

Table 139
Stakeholders' Perception Audit at the UFS

<i>Characteristic 9 of Innovation & Diffusion Theory: Combination of the features of innovation & diffusion that contributed to the distribution of decisions</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 140
Stakeholders' Perception Audit at the UFS

<i>Characteristic 10 of Innovation & Diffusion Theory: The relevance of innovation & diffusion to the educational management & the improvement of tri-level structure</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		

7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 141
Concepts emerging from the education policy documents

<i>Characteristic 1 :Open source methods for creating, refining & sharing knowledge at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutra 1	Oppose Theory
<i>NEPI (1992)</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE (1996)</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3 (1997)</i>	Participation	*		
<i>National H E Policy (2001)</i>	Meet educational goals	*		
<i>Mergers & Incorporation (2003)</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee (2008)</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee (2013)</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa (2014)</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. All support Theory Total =19

Table 142
Concepts emerging from the education policy documents

<i>Characteristic 2:A shift of innovation & diffusion from corporate world to an educational</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutra 1	Oppose Theory
<i>NEPI (1992)</i>	Consultation	*		

	Participation of stakeholders	*		
<i>NCHE (1996)</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3 (1997)</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP=1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 143
Concepts emerging from the education policy documents

<i>Characteristic 3: Networking structures played an enabling role in lateral transference of new material at an educational institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		

<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 144
Concepts emerging from the education policy documents

Characteristic 4: Practicality of innovation & diffusion theory in an educational institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 145
Concepts emerging from the education policy documents

Characteristic 5: Benefits of empowerment that contributed to transformation at an educational institution				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 146
Concepts emerging from the education policy documents

Characteristic 6 Relevance of innovation & diffusion as a model of change in leadership				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		

<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP=1, Mergers=3, Ministerial committee=2, Oversight Committee=2 & HESA=6. Total=19

Table 147
Concepts emerging from the education policy documents

<i>Characteristic 7: Innovation & diffusion as means of deeper understanding of educational endeavour</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
	Access	*		

Higher Education South Africa	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 148

Concepts emerging from the education policy documents

Characteristic 8: Underlying sources that might have been constraints in utilising innovation & diffusion at an institution				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, N HEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 149

Concepts emerging from the education policy documents

Characteristic 9 :Combination of the features of innovation & diffusion that contributed to the distribution of decisions				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory

NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 150

Concepts emerging from the education policy documents

Characteristic 10: The relevance of innovation & diffusion to the educational management & the improvement of tri-level structure				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		

<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. All Support Theory Total=19

Table 151

Research articles advocating change

<i>Characteristic 1: Open source methods for creating, refining & sharing knowledge at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 152

Research articles advocating change

<i>Characteristic 2: Shift of innovation & diffusion from corporate world to an educational</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 153

Research articles advocating change

<i>Characteristic 3: Networking structures played an enabling role in lateral transference of new material at an educational institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 154
Research articles advocating change

Characteristic 4: Practicality of innovation & diffusion theory in an educational institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 155
Research articles advocating change

Characteristic 5: Benefits of empowerment that contributed to transformation at an educational institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 156
Research articles advocating change

Characteristic 6: Relevance of innovation & diffusion as a model of change in leadership				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 157
Research articles advocating change

Characteristic 7: Innovation & diffusion as means of deeper understanding of educational endeavour				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 158
Research articles advocating change

<i>Characteristic 8: Underlying sources that might have been constraints in utilising innovation & diffusion at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 159
Research articles advocating change

<i>Characteristic 9: Combination of the features of innovation & diffusion that contributed to the distribution of decisions</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	3 responses support the theory			

Table 160
Research articles advocating change

<i>Characteristic 10: The relevance of innovation & diffusion to the educational management & the improvement of tri-level structure</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	3 responses support the theory			

Table 161
Research articles advocating transformation at the UFS

<i>Characteristic 1: Open source methods for creating, refining & sharing knowledge at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		

<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 162

Research articles advocating transformation at the UFS

Characteristic 2: Shift of innovation & diffusion from corporate world to an educational				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 163

Research articles advocating transformation at the UFS

Characteristic 3: Networking structures played an enabling role in lateral transference of new material at an educational institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 164
Research articles advocating transformation at the UFS

Characteristic 4: Practicality of innovation & diffusion theory in an educational institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
<i>Dumela (2007)</i>	Anti-racism	*		
	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 165
Research articles advocating transformation at the UFS

Characteristic 5: Benefits of empowerment that contributed to transformation at an educational institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
<i>Dumela (2007)</i>	Anti-racism	*		
	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 166
Research articles advocating transformation at the UFS

Characteristic 6: Relevance of innovation & diffusion as a model of change in leadership				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		

<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 167
Research articles advocating transformation at the UFS

<i>Characteristic 7: Innovation & diffusion as means of deeper understanding of educational endeavour</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

7 responses support the theory

Table 168
Research articles advocating transformation at the UFS

<i>Characteristic 8: Underlying sources that might have been constraints in utilising innovation & diffusion at an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		

	iii) Employment Equity	*		
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8 responses support the theory

Table 169
Research articles advocating transformation at the UFS

<i>Characteristic 9: Combination of the features of innovation & diffusion that contributed to the distribution of decisions</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 support the theory

Table 170
Research articles advocating transformation at the UFS

<i>Characteristic 10: The relevance of innovation & diffusion to the educational management & the improvement of tri-level structure</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 support the theory

Table 171
UFS Annual Reports to the Minister of Education

<i>Innovation & Diffusion vis-à-vis concepts from the Annual Report 2007</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		

3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contributing to educational change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D		*	
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

9 support, 1 neutral and 0 opposing responses

Table 172

UFS Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2008

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Open-source methods for creation, refining & sharing knowledge		*	
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D		*	
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

8support, 1 neutral and 0 opposing responses

Table 173

UFS Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2009

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		

5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 Support, 0 Neutral & 0 Opposing

Table 174

UFS Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2010

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 175

UFS Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2011

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		

7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 176

UFS Annual Reports to the Minister of Education

Innovation & Diffusion <i>vis-à-vis</i> concepts from the Annual Report 2012				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 177

UFS Annual Reports to the Minister of Education

Innovation & Diffusion <i>vis-à-vis</i> concepts from the Annual Report 2013				
	Characteristics	Support	Neutral	Oppose
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		

9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 178

UFS Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2014

	Characteristics	Support	Neutral	Oppose
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 support, 0 neutral and 0 opposing responses

Table 179

UFS Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2015

	Characteristics	Support	Neutral	Oppose
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change			
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10 support responses, 0 neutral and 0 opposing responses

Table 180

Annual Reports to the Minister of Education

Innovation & Diffusion *vis-à-vis* concepts from the Annual Report 2016

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	Open-source methods for creation, refining & sharing knowledge	*		
2	A shift of Innovation & Diffusion to HE institutions	*		
3	The role of networking in transference of material in HE	*		
4	Practicality of Innovation & Diffusion at an institution	*		
5	Benefits of empowerment in contribution of change	*		
6	Relevance of I & D as a model of change to leadership	*		
7	I & D as means of deeper understanding of educational change	*		
8	Underlying sources that constrain utilising of I & D	*		
9	The combination features of I & D for quick allocation of resources	*		
10	The relevance of I & D to the educational Change	*		

10support, 0 neutral and 0 opposing responses

Table 181

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 1 of the System Psychodynamics Theory: Rituals & routines as part of the transformation initiatives at the higher educational institution</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus		*	
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	

46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support responses, 6 neutral and 3 opposing responses.

Table 182

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 2 of the System Psychodynamics Theory: The role played by projection & introjection in transforming a higher educational institution</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened			*
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups		*	
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*

50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others.			*

2 Support, 1 Neutral and 10 Oppose
Table 183

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 3 of the System Psychodynamics Theory: The effect of regression on staff and students at the institution of higher learning</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened		*	
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

7 support responses, 2 neutral and 4 opposing responses.

Table 184
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 4 of the System psychodynamics Theory: The effect of leadership transition on the morale of the staff at the institution of higher learning</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support responses, 0 neutral and 9 opposing responses.

Table 185
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 5 of the System psychodynamics theory: Strategies formulated to counter the organizational change resistance</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>

13a	Since coming to UFS my loyalty to my race has strengthened		*	
22	Racial discrimination is a serious problem on campus		*	
23a	Most students have close friends from different race groups		*	
28a	I would mind if people of different ethnic groups become my neighbours		*	
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	
41	I'm proud to be a member of the SA rainbow nation		*	
44	I'm afraid to differ with members of other racial groups for fear of being called racist		*	
46	Unlike the past, at present the colour of your skin doesn't determine your career success		*	
49	I want to have my language protected by law		*	
50	I want to have my religion protected by law		*	
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others		*	

0 support responses, 13 neutral and 0 opposing responses.

Table 186

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 6 of the System psychodynamics theory: The negative social defences such as regression turned around to benefit an institution</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
	Immigration of foreign people to SA should be strictly regulated			

30a	regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support responses, 0 neutral and 9 opposing responses.

Table 187

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 7 of the System psychodynamics theory: Experiences that generated past painful memories positively changed transformation</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country		*	
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country		*	
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia		*	

41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

5 support, 3 neutral and 5 opposing responses.

Table 188

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 8 of the System psychodynamics Theory: The effects of blame-game in the process of transformation</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened		*	
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups			
28a	I would mind if people of different ethnic groups become my neighbours	*		*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*
49	I want to have my language protected by law	*		

50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

9 support responses, 1 neutral and 2 opposing responses.

Table 189

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 9 of the System Psychodynamics Theory: Social defences benefited transformation</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups			*
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation			*
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

10 support, 0 neutral and 3 opposing responses.

Table 190
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 10 of the System Psychodynamics Theory: The influence of routines on the organizational change at an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*

Table 191
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 1 of System Psychodynamics Theory of the transformation initiatives at the higher education institutions</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on	*		

	institutional values-high academic standard			
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 Support, 0 Neutral & 0 oppose

Table 192

Stakeholders' Perception Audit at the UFS

<i>Identifiable characteristic 2 of System Psychodynamics Theory: The effect of projection & introjection on staff and students at the institution of higher learning</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 support responses, 0 neutral and 10 opposing responses.

Table 193

Stakeholders' Perception Audit at the UFS

<i>Characteristic 3 of System Psychodynamics Theory: The effect of regression on staff and students at the institution of higher learning</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 support, 0 neutral & 10 oppos3

**Table 194
Stakeholders' Perception Audit at the UFS**

<i>Characteristic 4 of System Psychodynamics Theory: The effect leadership transition on the morale of the staff at the institution of higher learning</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		

9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support. 0 neutral & 0 oppose

Table 195
Stakeholders' Perception Audit at the UFS

<i>Characteristic 5 of System Psychodynamics Theory: Strategies formulated to counter the organizational change resistance</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 196
Stakeholders' Perception Audit at the UFS

<i>Characteristic 6 of System Psychodynamics Theory: Regression turned around to benefit an institution</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		

6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 197
Stakeholders' Perception Audit at the UFS

<i>Characteristic 7 of System Psychodynamics: Experiences that generated past painful memories that positively changed transformation</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation		*	

9 support, 1 neutral & 0 oppose

Table 198
Stakeholders' Perception Audit at the UFS

<i>Characteristic 8 of System Psychodynamics: The effects of Blame-Game in the process of transformation</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*

4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*

0 support, 0 neutral & 10 oppose

Table 199

Stakeholders' Perception Audit at the UFS

<i>Characteristic 9 of System Psychodynamics Theory: Social Defences that benefitted transformation</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 Support, 0 Neutral & 10 Oppose

Table 200

Stakeholders' Perception Audit at the UFS

<i>Characteristic 10 of System Psychodynamics Theory: Routines that influenced the organizational change</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral T</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		

3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10support responses, 0 neutral and 0 opposing responses.

Table 201
Concepts emerging from the education policy documents

<i>Characteristic 1: Rituals & routines as part of the transformation initiatives at the higher educational institution</i>				
	<i>Emerging Concepts</i>	Support	Neutral	Oppose
<i>NEPI (1992)</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE (1996)</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3 (1997)</i>	Participation	*		
<i>National H E Policy (2001)</i>	Meet educational goals	*		
<i>Mergers & Incorporation (2003)</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee (2008)</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee (2013)</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa (2014)</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. All support Theory Total =19

Table 202
Concepts emerging from the education policy documents

<i>Characteristic 2: The role of projection & introjection on staff and students at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI (1992)</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE (1996)</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3 (1997)</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 203
Concepts emerging from the education policy documents

<i>Characteristic 3: The effect of regression on staff and students at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		

<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 204
Concepts emerging from the education policy documents

<i>Characteristic 4: The effect leadership transition on the morale of the staff at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
	Access	*		
	Research	*		

Higher Education South Africa	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 205
Concepts emerging from the education policy documents

Characteristic 5: Strategies formulated to counter the organizational change resistance				
	Emerging Concepts	Support T	Neutral	Oppose
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		
	Partnerships	*		
White Paper-3	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 206
Concepts emerging from the education policy documents

Characteristic 6: Regression turned around to benefit an institution				
	Emerging Concepts	Support T	Neutral	Oppose
NEPI	Consultation	*		
	Participation of stakeholders	*		
NCHE	Co-operation	*		

	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 207
Concepts emerging from the education policy documents

<i>Characteristic 7: Experiences that generated past painful memories that positively changed transformation</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		

<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 208
Concepts emerging from the education policy documents

Characteristic 8: The effects of Blame-Game in the process of transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

National Education Policy Investigation=2, National Commission of Higher Education=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 209
Concepts emerging from the education policy documents

Characteristic 9: Social Defences that benefitted transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

National Education Policy Investigation=2, National Commission of Higher Education=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 210

Concepts emerging from the education policy documents

Characteristic 10: Routines that influenced the organizational change				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
	Inclusivity	*		

Mergers & Incorporation	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. All Support Theory Total=19

Table 211
Research articles advocating change

Characteristic 1: Rituals & routines as part of the transformation initiatives at the higher educational institution				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 212
Research articles advocating change

Characteristic 2: The role of projection & introjection on staff and students at the institution of higher learning				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 213
Research articles advocating change

Characteristic 3: The effect of regression on staff and students at the institution of higher learning				
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	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 214
Research articles advocating change

<i>Characteristic 4: The effect leadership transition on the morale of the staff at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 215
Research articles advocating change

<i>Characteristic 5: Strategies formulated to counter the organizational change resistance</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 216
Research articles advocating change

<i>Characteristic 6: Regression turned around to benefit an institution</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 217
Research articles advocating change

<i>Characteristic 7: Experiences that generated past painful memories that positively changed transformation</i>				
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	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 218
Research articles advocating change

Characteristic 8: The effects of Blame-Game in the process of transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 219
Research articles advocating change

Characteristic 9: Social Defences that benefitted transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 220
Research articles advocating change

Characteristic 10: Routines that influenced the organizational change				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 221
Research articles advocating transformation at the UFS

Characteristic 1: Rituals & routines as part of the transformation initiatives at the higher educational institution				
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	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 222

Research articles advocating transformation at the UFS

<i>Characteristic 2: The role of projection & introjection on staff and students at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 223

Research articles advocating transformation at the UFS

<i>Characteristic 3: The effect of regression on staff and students at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		

<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 224
Research articles advocating transformation at the UFS

<i>Characteristic 4: The effect leadership transition on the morale of the staff at the institution of higher learning</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 225
Research articles advocating transformation at the UFS

<i>Characteristic 5: Strategies formulated to counter the organizational change resistance</i>				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 support the theory

Table 226

Research articles advocating transformation at the UFS

Characteristic 6: Regression turned around to benefit an institution				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 227

Research articles advocating transformation at the UFS

Characteristic 7: Experiences that generated past painful memories that positively changed transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 228

Research articles advocating transformation at the UFS

Characteristic 8: The effects of Blame-Game in the process of transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		

<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 229
Research articles advocating transformation at the UFS

Characteristic 9: Social Defences that benefitted transformation				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 230
Research articles advocating transformation at the UFS

Characteristic 10: Routines that influenced the organizational change				
	<i>Emerging Concepts</i>	Support Theory	Neutral	Oppose Theory
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	i) Transformation Plan Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

All 8 responses support the theory

Table 231

UFS Annual Reports to the Minister of Education

System Psychodynamics vis-à-vis concepts from the Annual Report 2007

	Characteristics	support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter resistance to change	*		
6	Negative social defences turned around to benefit HE			*
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE		*	
10	The influence of routines on organizational change		*	

4 support responses, 2 neutral responses and 4 opposing responses

Table 232

UFS Annual Reports to the Minister of Education

System Psychodynamics vis-à-vis concepts from the Annual Report 2008

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff			*
5	Strategies formulated by leadership to counter educational stagnation	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process	*		
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

6 support responses and 4 opposing responses

Table 233

UFS Annual Reports to the Minister of Education

System Psychodynamics vis-à-vis concepts from the Annual Report 2009

	Characteristics	Sport Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

support responses, 4 opposing responses and 0 neutral responses

Table 234

UFS Annual Reports to the Minister of Education

System Psychodynamics vis-à-vis concepts from the Annual Report 2010

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

6 Support, Neutral & 4 Oppose

Table 235

UFS Annual Reports to the Minister of Education

System Psychodynamics vis-à-vis concepts from the Annual Report 2011

	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		

2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

6 support responses, 4 opposing responses and 0 neutral responses

Table 236
UFS Annual Reports to the Minister of Education

<i>System Psychodynamics vis-à-vis concepts from the Annual Report 2012</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

6 support responses, 4 opposing responses and 0 neutral responses

Table 237
UFS Annual Reports to the Minister of Education

<i>System Psychodynamics vis-à-vis concepts from the Annual Report 2013</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		

5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

5 support responses, 4 opposing responses and 0 neutral responses

Table 238
UFS Annual Reports to the Minister of Education

<i>System Psychodynamics vis-à-vis concepts from the Annual Report 2014</i>				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE			
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE	*		
10	The influence of routines on organizational Change	*		

6 support, 4 opposing responses and 2 neutral responses

Table 239
UFS Annual Reports to the Minister of Education

<i>System Psychodynamics vis-à-vis concepts from the Annual Report 2015</i>				
	Characteristics	Support T	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		

5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

6 support, 4 opposing responses and 0 neutral responses

Table 240
UFS Annual Reports to the Minister of Education

System Psychodynamics vis-à-vis concepts from the Annual Report 2016				
	Characteristics	Support Theory	Neutral	Oppose Theory
1	Rituals & Routines as part of Transformation	*		
2	The role of projection & introjection in the transformation of HE sector transformation			*
3	The effects of regression on staff & students at the HE			*
4	The effect of leadership transition on morale of staff	*		
5	Strategies formulated by leadership to counter change	*		
6	Negative social defences turned around to benefit HE	*		
7	Past painful memories that positively changed HE	*		
8	The effects of blame game in the transformation process			*
9	Social defences benefited transformation at the HE			*
10	The influence of routines on organizational change	*		

6 support, 4 opposing responses and 0 neutral responses

Table 241
Perceptions regarding race and ethnic issues on campus

Characteristic 1 of the Post-Conflict Pedagogy Theory: The influence of power of indirect knowledge				
	Statements	Support Theory	Neutral	Oppose Theory
13a	Since coming to UFS my loyalty to my race has strengthened			*
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups			*

28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation			*
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
15	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

9 support, 0 neutral and 4 opposing responses.

Table 242

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 2 of the Post-Conflict Pedagogy Theory: The non-influential power of indirect knowledge</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups			*
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		

41	I'm proud to be a member of the SA rainbow nation			*
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

10 support, 0 neutral and 3 opposing responses.

Table 243

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 3 of the Post-Conflict Pedagogy Theory: The positive influences of the power of indirect knowledge</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation			*
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		

50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

12 support, 0 neutral and 1 opposing responses.

Table 244

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 4 of the Post-Conflict Pedagogy Theory: The benefits of active listening during transformation</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4support, 0 neutral and 9 opposing responses.

Table 245

Perceptions regarding race and ethnic issues on campus

Characteristic 5 of the Post-Conflict Pedagogy Theory: Indirect knowledge positively diverted during transformation				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4support, 0 neutral and 9 opposing responses.

Table 246

Perceptions regarding race and ethnic issues on campus

Characteristic 6 of the Post-Conflict Pedagogy Theory: Damages made by indirect knowledge to black & white students over the years				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Unsupportive</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		

22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups			*
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation			*
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success			*
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

9 Support, 0 Neutral & 4 Oppose

Table 247

Perceptions regarding race and ethnic issues on campus

<i>Characteristic 7 of the Post-Conflict Pedagogy Theory: Interruption of racial and ethnic stereotypes in the higher education institutions</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*

30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support, 0 neutral and 9 opposing responses.

Table 248
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 8 of the Post-Conflict Pedagogy Theory: The end results of hope in the condition of where victimhood has trapped white & black stakeholders</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus			*
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours			*
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country			*
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country			*
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia			*
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist			*

46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law			*
50	I want to have my religion protected by law			*
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others			*

4 support, 0 neutral and 9 opposing responses.

Table 249

Perceptions regarding race and ethnic issues on campus

Characteristic 9 of the Post-Conflict Pedagogy Theory: Leadership that engages two opposing stakeholders				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation			*
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

12 support, 0 neutral and 1 opposing responses.

Table 250
Perceptions regarding race and ethnic issues on campus

<i>Characteristic 10 of the Post-Conflict Pedagogy Theory: Leaders changed the negative mind-set of some of the stakeholders</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
13a	Since coming to UFS my loyalty to my race has strengthened	*		
22	Racial discrimination is a serious problem on campus	*		
23a	Most students have close friends from different race groups	*		
28a	I would mind if people of different ethnic groups become my neighbours	*		
30a	Immigration of foreign people to SA should be strictly regulated regarding black persons from any country	*		
30b	Immigration of foreign people to SA should be strictly regulated regarding white persons from any country	*		
30c	Immigration of foreign people to SA should be strictly regulated regarding persons from Asia	*		
41	I'm proud to be a member of the SA rainbow nation	*		
44	I'm afraid to differ with members of other racial groups for fear of being called racist	*		
46	Unlike the past, at present the colour of your skin doesn't determine your career success	*		
49	I want to have my language protected by law	*		
50	I want to have my religion protected by law	*		
51	All South Africans should be allowed to exercise their cultural practices, regardless of the fact that it might be offensive to others	*		

13 support, 0 neutral and 0 opposing responses.

Table 251
Stakeholders' Perception Audit at the UFS

<i>Characteristic 1 of Post-Conflict Pedagogy Theory: The influence of power of indirect knowledge</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*

3	Internal & external stakeholders' views on student leadership			*
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 support, 0 neutral and 10 opposing responses.

Table 252
Stakeholders' Perception Audit at the UFS

<i>Characteristic 2 of Post-Conflict Pedagogy Theory: The influences of the power of indirect knowledge</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 support, 0 neutral and 10 opposing responses.

Table 253

Stakeholders' Perception Audit at the UFS

Characteristic 3 of Post-Conflict Pedagogy Theory: Indirect knowledge challenged at the higher learning institutions				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support, 0 neutral and 0 opposing responses.

Table 254

Stakeholders' Perception Audit at the UFS

Characteristic 4 of Post-Conflict Pedagogy Theory: The benefits of active listening during transformation				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		

7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support, 0 neutral and 0 opposing responses.

Table 255

Stakeholders' Perception Audit at the UFS

<i>Characteristic 5 of Post-Conflict Pedagogy : Indirect knowledge positively diverted during transformation</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support, 0 neutral and 0 opposing responses.

Table 256

Stakeholders' Perception Audit at the UFS

<i>Characteristic 6 of Post-Conflict Pedagogy Theory: Damages made by indirect knowledge to black & white students over the years</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision			*
2	Internal & external stakeholders' view on institutional values-high academic standard			*
3	Internal & external stakeholders' views on student leadership			*

4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel			*
5	Employability of graduates because of qualification			*
6	Employability of graduates because of life-skills			*
7	Employability of graduates because of institutional leadership skills			*
8	Campus environment-Infrastructure & accessibility			*
9	Campus environment-Sports facilities & safety			*
10	Consultation			*

0 support, 0 neutral and 10 opposing responses.

Table 257
Stakeholders' Perception Audit at the UFS

<i>Characteristic 7 of Post-Conflict Pedagogy: Interruption of racial and ethnic stereotypes in the higher education institutions</i>				
	<i>Statements</i>	<i>Support Theory</i>	<i>Neutral</i>	<i>Oppose Theory</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support, 0 neutral and 0 opposing responses.

Table 258

Stakeholders' Perception Audit at the UFS

<i>Characteristic 8 of Post-Conflict Pedagogy Theory: The end results of hope in the condition of where victimhood has trapped white & black stakeholders</i>				
	<i>Statements</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 259

Stakeholders' Perception Audit at the UFS

<i>Characteristic 9 of Post-Conflict Pedagogy Theory: Leadership that engages two opposing stakeholders</i>				
	<i>Statements</i>	<i>Support T.</i>	<i>Neutral</i>	<i>Oppose T</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional values-high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Reputational variable, e.g. ethics of leadership qualities, academic staff & support personnel	*		
5	Employability of graduates because of qualification	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment-Sports facilities & safety	*		
10	Consultation	*		

10 support responses, 0 neutral and 0 opposing responses.

Table 260
Stakeholders' Perception Audit at the UFS

Characteristic 10 of Post-Conflict Pedagogy Theory: Leadership changed the negative mind-set of some of the stakeholders				
	<i>Statements</i>	<i>Support T.</i>	<i>Neutral</i>	<i>Oppose T.</i>
1	Internal & external stakeholders' views on institutional vision	*		
2	Internal & external stakeholders' view on institutional high academic standard	*		
3	Internal & external stakeholders' views on student leadership	*		
4	Ethics of leadership qualities, academic staff & support personnel	*		
6	Employability of graduates because of life-skills	*		
7	Employability of graduates because of institutional leadership skills	*		
8	Campus environment-Infrastructure & accessibility	*		
9	Campus environment	*		
10	Consultation	•		

10support responses, 0 neutral and 0 opposing responses.

Table 261
Concepts emerging from the education policy documents

Characteristic 1: The influence of power of indirect knowledge				
	<i>Emerging Concepts</i>	<i>Support Theory</i>	<i>Neutra 1</i>	<i>Oppose Theory</i>
NEPI (1992)	Consultation	*		
	Participation of stakeholders	*		
NCHE (1996)	Co-operation	*		
	Partnerships	*		
White Paper-3 (1997)	Participation	*		
National H E Policy (2001)	Meet educational goals	*		
Mergers & Incorporation (2003)	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee (2008)	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee (2013)	Combat discrimination	*		
	Promote Institutional culture	*		
	Access	*		
	Research	*		

Higher Education South Africa (2014)	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. All support Theory Total =19

Table 262

Post-Conflict Pedagogy and concepts emerging from the education policy documents

Characteristic 2: The influences of the power of indirect knowledge				
	Emerging Concepts	Support Theory	Neutra 1	Oppose Theory
NEPI (1992)	Consultation	*		
	Participation of stakeholders	*		
NCHE (1996)	Co-operation	*		
	Partnerships	*		
White Paper-3 (1997)	Participation	*		
National HE Policy	Meet educational goals	*		
Mergers & Incorporation	Inclusivity	*		
	Consultatively	*		
	Participation	*		
Ministerial Committee	Transformation Policy	*		
	Sense of belonging	*		
Oversight Committee	Combat discrimination	*		
	Promote Institutional culture	*		
Higher Education South Africa	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 263

Concepts emerging from the education policy documents

Characteristic 3: The influences of the power of indirect knowledge				
	Emerging Concepts	Support Theory	Neutral	Oppose Theory

<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 264
Concepts emerging from the education policy documents

<i>Characteristic 4</i>	<i>The benefits of active listening during transformation</i>			
	<i>Emerging concepts</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose T</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
	Combat discrimination	*		

<i>Oversight Committee</i>	Promote Institutional culture	*		
<i>HES A</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP=1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 265

Concepts emerging from the education policy documents

Characteristic 5: Indirect knowledge positively diverted during transformation				
	<i>Emerging Concepts</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP=1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 266

Concepts emerging from the education policy documents

Characteristic 6: Damages made by indirect knowledge to black & white students over the years				
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	<i>Emerging Concepts</i>	Support T	Neutral	Oppose
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and Higher Education South Africa=6. Total=19

Table 267

Concepts emerging from the education policy documents

Characteristic 7: Interruption of racial and ethnic stereotypes in the higher education institutions				
	<i>Emerging Concepts</i>	Support	Neutral	Oppose
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		

	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, NHEP= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 268
Concepts emerging from the education policy documents

Characteristic 8: The end results of hope in the condition of where victimhood has trapped white & black stakeholders				
	<i>Emerging Concepts</i>	Support	Neutral	Oppose
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		

	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 269

Concepts emerging from the education policy documents

Characteristic 9: Leadership that engages two opposing stakeholders				
	<i>Emerging Concepts</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		
<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. Total=19

Table 270

Concepts emerging from the education policy documents

Characteristic 10				
<i>Leaders changed the negative mind-set of some of the stakeholders</i>				
	<i>Emerging Concepts</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
<i>NEPI</i>	Consultation	*		
	Participation of stakeholders	*		
<i>NCHE</i>	Co-operation	*		
	Partnerships	*		
<i>White Paper-3</i>	Participation	*		

<i>National HE Policy</i>	Meet educational goals	*		
<i>Mergers & Incorporation</i>	Inclusivity	*		
	Consultatively	*		
	Participation	*		
<i>Ministerial Committee</i>	Transformation Policy	*		
	Sense of belonging	*		
<i>Oversight Committee</i>	Combat discrimination	*		
	Promote Institutional culture	*		
<i>Higher Education South Africa</i>	Access	*		
	Research	*		
	Epistemological transformation	*		
	Young academics	*		
	Higher Education landscape	*		
	Funding	*		

NEPI=2, NCHE=2, White Paper=1, National Higher Education policy= 1, Mergers=3, Ministerial committee=2, Oversight Committee=2 and HESA=6. All Support Theory Total=19

Table 271

Research articles advocating change in the South African HE sector

Characteristic 1: <i>The influence of power of indirect knowledge</i>				
	<i>Emerging Concepts</i>	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 272

Research articles advocating change in the South African HE sector

Characteristic 2: <i>The influences of the power of indirect knowledge</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 273

Research articles advocating change in the South African HE sector

Characteristic 3: <i>The influences of the power of indirect knowledge</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		

	Educational development	*		
	All 3 responses support the theory			

Table 274
Research articles advocating change in the South African HE sector

Characteristic 4: The benefits of active listening during transformation				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 275
Research articles advocating change in the South African HE sector

Characteristic 5: Indirect knowledge positively diverted during transformation				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 276
Research articles advocating change in the South African HE sector

Characteristic 6: Damages made by indirect knowledge to black & white students over the years				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 277
Research articles advocating change in the South African HE sector

Characteristic 7: Interruption of racial and ethnic stereotypes in the higher education institutions				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
	Redress	*		

Adam, Barents & Wolpe (1993)	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 278

Research articles advocating change in the South African HE sector

Characteristic 8: The end results of hope in the condition of where victimhood has trapped white & black stakeholders				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 279

Research articles advocating change in the South African sector

Characteristic 9: Leadership that engages two opposing stakeholders				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 280

Research articles advocating change in the South African HE sector

Characteristic 10: Leadership changed the negative mind-set of some of the stakeholders				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
Adam, Barents & Wolpe (1993)	Redress	*		
	Inequalities	*		
	Educational development	*		
	All 3 responses support the theory			

Table 281

Research articles advocating transformation at the UFS

Characteristic 1: The influence of power of indirect knowledge				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		

	ii) Governance	*		
	iii) Employment Equity	*		
8 responses support the theory				

Table 282
Research articles advocating transformation at the UFS

Characteristic 2: <i>The influences of the power of indirect knowledge</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 283
Research articles advocating transformation at the UFS

Characteristic 3: <i>The influences of the power of indirect knowledge</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 284
Research articles advocating transformation at the UFS

Characteristic 4: <i>The benefits of active listening during transformation</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		
<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
	Consultation	*		

<i>Institute for reconciliation & Social Justice (2013)</i>	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 285
Research articles advocating transformation at the UFS

<i>Characteristic 5: Indirect knowledge positively diverted during transformation</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		
	<i>Jansen (2012)</i>	New University Policies	*	
Participation of stakeholders		*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 286
Research articles advocating transformation at the UFS

<i>Characteristic 6: Damages made by indirect knowledge to black & white students over the years</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		
	<i>Jansen (2012)</i>	New University Policies	*	
Participation of stakeholders		*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 287
Research articles advocating transformation at the UFS

<i>Characteristic 7: Interruption of racial and ethnic stereotypes in the higher education institutions</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i>	Student Access	*		

<i>Jansen (2012)</i>	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 288

Research articles advocating transformation at the UFS

<i>Characteristic 8: The end results of hope in the condition of where victimhood has trapped white & black stakeholders</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 289

Research articles advocating transformation at the UFS

<i>Characteristic 9</i>				
<i>Leadership that engages two opposing stakeholders</i>				
	<i>Emerging Concepts</i>	<i>Support T</i>	<i>Neutral</i>	<i>Oppose</i>
<i>Ramahlele (2007)</i> <i>Jansen (2012)</i>	Student Access	*		
	New University Policies	*		
	Participation of stakeholders	*		
<i>Institute for reconciliation & Social Justice (2013)</i>	Consultation	*		
	Anti-racism	*		
<i>Dumela (2007)</i>	Transformation Plan i) Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 290

Research articles advocating transformation at the UFS

<i>Characteristic 10</i>	<i>Leadership changed the negative mind-set of some of the of some of the stakeholders</i>			
	<i>Emerging Concepts</i>	Support	Neutral	Oppose
<i>Ramahlele (2007)</i>	Student Access	*		
	<i>Jansen (2012)</i>	New University Policies	*	
<i>Institute for reconciliation & Social Justice (2013)</i>	Participation of stakeholders	*		
	Consultation	*		
<i>Dumela (2007)</i>	Anti-racism	*		
	i) Transformation Plan	*		
	Institutional Culture	*		
	ii) Governance	*		
	iii) Employment Equity	*		

8 responses support the theory

Table 291
UFS Annual Reports to the Minister of Education

<i>Post-conflict Theory vis-à-vis concepts from the Annual Report 2007</i>				
	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory

Table 292
3UFS Annual Reports to the Minister of Education

<i>Post-conflict Theory vis-à-vis concepts from the Annual Report 2008</i>

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory

Table 293

UFS Annual Reports to the Minister of Education

Post-conflict Theory vis-à-vis concepts from the Annual Report 2009

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10responses support the theory.

Table 294

UFS Annual Reports to the Minister of Education

Post-Conflict Theory vis-à-vis concepts from the Annual Report 2010

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		

4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 support, 0 neutral & 0 oppose

Table 295

UFS Annual Reports to the Minister of Education

Post-conflict Theory vis-à-vis concepts from the Annual Report 2011

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10responses support the theory.

Table 296

UFS Annual Reports to the Minister of Education

Post-conflict Theory vis-à-vis concepts from the Annual Report 2012

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		

9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory.

Table 297

UFS Annual Reports to the Minister of Education

Post-conflict Theory vis-à-vis concepts from the Annual Report 2013

	Characteristics	<i>Theory</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE' I	*		
8	The end results of hope amongst students in the HE' I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory.

Table 298

UFS Annual Reports to the Minister of Education

Post-conflict Theory vis-à-vis concepts from the Annual Report 2014

	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE' I	*		
8	The end results of hope amongst students in the HE' I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory.

Table 299

UFS Annual Reports to the Minister of Education

<i>Post-conflict Theory vis-à-vis concepts from the Annual Report 2015</i>				
	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory.

Table 300
UFS Annual Reports to the Minister of Education

<i>Post-conflict Theory vis-à-vis concepts from the Annual Report 2016</i>				
	Characteristics	<i>Support</i>	<i>Neutral</i>	<i>Oppose</i>
1	The relevance of the power of indirect knowledge	*		
2	The influences of power of indirect knowledge	*		
3	Challenges on indirect knowledge in HE' Institutions	*		
4	Benefits of active listening in transformation HE' I	*		
5	Power of indirect knowledge positively diverted to during the transformation process	*		
6	Damage inflicted by indirect knowledge on students	*		
7	Interruption of race & ethnic stereotypes at the HE'I	*		
8	The end results of hope amongst students in the HE'I	*		
9	The engagement of leadership to two opposing stakeholders in HE institution	*		
10	Change of negative mind-set by leadership at the HE	*		

10 responses support the theory.

ADDENDUM. B. (Scores)

Characteristic 1 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 1	Table 61	Table 121	Table 181	Table 241

3 Support 0 Neutral (1) 10 Oppose	4 Support 0 Neutral (61) 9 Oppose	1Support 11Neutral (121) 1 Oppose.	4 Support 6 Neutral (181) 3 Oppose	9 Support 0 Neutral (241) 4 Oppose
-----------------------------------------	-----------------------------------------	------------------------------------------	------------------------------------------	------------------------------------------

Characteristic 2 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 2	Table 62	Table 122	Table 182	Table 242
4 Support 0 Neutral (2) 9 Oppose	13 Support 0 Neutral (62) 0 Oppose	5 Support 8 Neutral (122) 0 Oppose.	2 Support 1 Neutral (182) 10 Oppose	9 Support3 0 Neutral (242) 4 Oppose

Characteristic 3 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 3	Table 63	Table 123	Table 183	Table 243
5 Support 8 Neutral (3) 0 Oppose	13 Support 0 Neutral (63) 0 Oppose	6Support 7Neutral (123) 0 Oppose.	7 Support 2 Neutral (183) 4 Oppose	12 Support 0 Neutral (243) 1 Oppose

Characteristic 4 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 4	Table 64	Table 124	Table 184	Table 244
5 Support 5 Neutral (4) 3 Oppose	13 Support 0 Neutral (64) 0 Oppose	2Support 6 Neutral (124) 5 Oppose.	4 Support 0 Neutral (184) 9 Oppose	4 Support 0 Neutral (244) 9 Oppose

Characteristic 5 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 5	Table 65	Table 125	Table 185	Table 245
13 Support 0 Neutral (5) 0 Oppose	13 Support 0 Neutral (65) 0 Oppose	4Suppor 5Neutral (125) 4 Oppose.	0 Support 13Neutral (185) 0 Oppose	4 Support 0 Neutral (245) 9 Oppose

Characteristic 6 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
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Table 6	Table 66	Table 126	Table 186	Table 246
11 Support 0 Neutral (6) 2 Oppose	13 Support 0 Neutral (66) 0 Oppose	1Support 11Neutral (126) 1 Oppose.	4 Support 8 Neutral (186) 1 Oppose	4 Support 0 Neutral (246) 9 Oppose

Characteristic 7 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

Survival Action Innovation Psychodynamics Post-conflict

Table 7	Table 67	Table 127	Table 187	Table 247
7 Support 2 Neutral (7) 4 Oppose	13 Support 0 Neutral (67) 0 Oppose	6Support 4Neutral (127) 3 Oppose.	5 Support 3 Neutral (187) 5 Oppose	4 Support 0 Neutral (247) 9 Oppose

Characteristic 8 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

Survival Action Innovation Psychodynamics Post-conflict

Table 8	Table 68	Table 128	Table 188	Table 248
0 Support 0 Neutral (8) 10 Oppose	13 Support 0 Neutral (68) 0 Oppose	6 Support 4 Neutral (128) 3 Oppose	9 Support 1 Neutral (188) 3 Oppose	4 Support 0 Neutral (248) 9 Oppose

Characteristic 9 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

Survival Action Innovation Psychodynamics Post-conflict

Table 9	Table 69	Table 129	Table 189	Table 249
4 Support 0 Neutral (9) 9 Oppose	13 Support 0 Neutral (69) 0 Oppose	3 Support 8 Neutral (129) 2 Oppose.	10 Support 0 Neutral (189) 3 Oppose	12 Support 0 Neutral (249) 1Oppose

Characteristic 10 vis-à-vis Perceptions regarding race and ethnic issues at the UFS

Survival Action Innovation Psychodynamics Post-conflict

Table 10	Table 70	Table 130	Table 190	Table 250
4 Support 4Neutral (10) 5Oppose	13 Support 0 Neutral (70) 0 Oppose	3 Support 8 Neutral (130) 2 Oppose.	3 Support 0 Neutral (190) 9 Oppose	13 Support 0 Neutral (250) 0 Oppose

Average scores of Change Theories

Survival Action Innovation Psychodynamics Post-Conflict

Support = 56 Support = 121 Support = 37 Support = 48 Support = 75
 Neutral = 19 Neutral = 0 Neutral = 72 Neutral = 34 Neutral = 0
 Oppose = 52 Oppose = 9 Oppose = 21 Oppose = 47 Oppose = 55

Characteristic 1 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 11	Table 71	Table 131	Table 191	Table 251
10 Support 0 Neutral (11) 0 Oppose	10 Support 0 Neutral (71) 0 Oppose	0Support 10Neutral (131) 0 Oppose.	10 Support 0 Neutral (191) 0 Oppose	10 Support 0 Neutral (251) 0 Oppose

Characteristic 2 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 12	Table 72	Table 132	Table 192	Table 252
10 Support 0 Neutral (12) 0 Oppose	10 Support 0 Neutral (72) 0 Oppose	0Support 10Neutral (132) 0 Oppose.	0 Support 0 Neutral (192) 10 Oppose	0 Support 0 Neutral (252) 10 Oppose

Characteristic 3 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 13	Table 73	Table 133	Table 193	Table 253
10 Support 0 Neutral (13) 0 Oppose	10 Support 0 Neutral (73) 0 Oppose	0Support 10Neutral (133) 0 Oppose.	0 Support 0 Neutral (193) 10 Oppose	10 Support 0 Neutral (253) 0 Oppose

Characteristic 4 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 14	Table 74	Table 134	Table 194	Table 254
10 Support 0 Neutral (14) 0 Oppose	10 Support 0 Neutral (74) 0 Oppose	0Support 10Neutral (134) 0 Oppose.	0 Support 0 Neutral (194) 0 Oppose	10 Support 0 Neutral (254) 0 Oppose

Characteristic 5 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
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Table 15	Table 75	Table 135	Table 195	Table 255
10 Support 0 Neutral (15) 0 Oppose	10 Support 0 Neutral (75) 0 Oppose	10Support 0Neutral (135) 0 Oppose.	10 Support 0 Neutral (195) 0 Oppose	10 Support 0 Neutral (255) 0 Oppose

Characteristic 6 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 16	Table 76	Table 136	Table 196	Table 256
10 Support 0 Neutral (16) 0 Oppose	10 Support 0 Neutral (76) 0 Oppose	10 Support 0 Neutral (136) 0 Oppose.	10 Support 0 Neutral (196) 0 Oppose	0 Support 0 Neutral (256) 10 Oppose

Characteristic 7 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 17	Table 77	Table 137	Table 197	Table 257
10 Support 10 Neutral (17) 0 Oppose	10 Support 0 Neutral (77) 0 Oppose	10Support 0Neutral (137) 0 Oppose.	10 Support 0Neutral (197) 0 Oppose	10 Support 0 Neutral (257) 0 Oppose

Characteristic 8 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 18	Table 78	Table 138	Table 198	Table 258
10 Support 0 Neutral (18) 0 Oppose	10 Support 0 Neutral (78) 0 Oppose	0 Support 0 Neutral (138) 10 Oppose.	0 Support 0Neutral (198) 10 Oppose	10 Support 0 Neutral (258) 0 Oppose

Characteristic 9 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 19	Table 79	Table 139	Table 199	Table 259
10 Support 0 neutral (19) 0 Oppose	10 Support 0 Neutral (79) 0 Oppose	10Support 0Neutral (139) 0 Oppose.	0 Support 0 Neutral (199) 10 Oppose	10 Support 0 Neutral (259) 0 Oppose

Characteristic 10 vis-à-vis Stakeholders' Perception Audit at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
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Table 20	Table 80	Table 140	Table 200	Table 260
10 Support 0 neutral (20) 0 Oppose	10 Support 0 Neutral (80) 0 Oppose	10Support 0Neutral (140) 0 Oppose.	10 Support 0Neutral (200) 0 Oppose	10 Support 0 Neutral (260) 0 Oppose

Average scores of Change Theories

Survival	Action	Innovation	Psychodynamics	Post-Conflict
Support = 100	Support= 100	Support= 50	Support= 60	Support= 80
Neutral = 10	Neutral= 0	Neutral= 40	Neutral= 0	Neutral= 0
Oppose = 0	Oppose = 0	Oppose= 10	Oppose= 40	Oppose= 20

Characteristic 1 vis-à-vis education policy documents

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 21	Table 81	Table 141	Table 201	Table 261
19 Support 0 Neutral (21) 0 Oppose	19 Support 0 Neutral (81) 0 Oppose	19 Support 0 Neutral (141) 0 Oppose.	19 Support 0Neutral (201) 0 Oppose	19 Support 0Neutral (261) 0 Oppose

Characteristic 2 vis-à-vis education policy documents

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 22	Table 82	Table 142	Table 202	Table 262
19 Support 0 Neutral (22) 0 Oppose	19 Support 0 Neutral (82) 0 Oppose	19 Support 0 Neutral (142) 0 Oppose.	19 Support 0Neutral (202) 0 Oppose	19 Support 0 Neutral (262) 0 Oppose

Characteristic 3 vis-à-vis education policy documents

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 23	Table 83	Table 143	Table 203	Table 263
19 Support 0 Neutral (23) 0 Oppose	19 Support 0 Neutral (83) 0 Oppose	19 Support 0 Neutral (143) 0 Oppose.	19 Support 0Neutral (203) 0Oppose	19 Support 0 Neutral (263) 0 Oppose

Characteristic 4 vis-à-vis education policy documents

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
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Table 24	Table 84	Table 144	Table 204	Table 264
19 Support 0 Neutral (24) 0 Oppose	19 Support 0 Neutral (84) 0 Oppose	19 Support 0 Neutral (144) 0 Oppose.	19 Support 0Neutral (204) 0 Oppose	19 Support 0 Neutral (264) 0 Oppose

Characteristic 5 vis-à-vis education policy documents

Survival Action Innovation Psychodynamics Post-conflict

Table 25	Table 85	Table 145	Table 205	Table 265
19 Support 0 Neutral (25) 0 Oppose	19 Support 0 Neutral (85) 0 Oppose	19 Support 0 Neutral (145) 0 Oppose.	19 Support 0Neutral (205) 0 Oppose	19 Support 0 Neutral (265) 0 Oppose

Characteristic 6 vis-à-vis education policy documents

Survival Action Innovation Psychodynamics Post-conflict

Table 26	Table 86	Table 146	Table 206	Table 266
19 Support 0 Neutral (26) 0 Oppose	19 Support 0 Neutral (86) 0 Oppose	19 Support 0 Neutral (146) 0 Oppose.	19 Support 0 Neutral (206) 0 Oppose	19 Support 0 Neutral (266) 0 Oppose

Characteristic 7 vis-à-vis education policy documents

Survival Action Innovation Psychodynamics Post-conflict

Table 27	Table 87	Table 147	Table 207	Table 267
19 Support 0 Neutral (27) 0 Oppose	19 Support 0 Neutral (87) 0 Oppose	19 Support 0 Neutral (147) 0 Oppose.	19 Support 0Neutral (207) 0 Oppose	19 Support 0 Neutral (267) 0 Oppose

Characteristic 8 vis-à-vis education policy documents

Survival Action Innovation Psychodynamics Post-conflict

Table 28	Table 88	Table 148	Table 208	Table 268
19 Support 0 Neutral (28) 0 Oppose	19 Support 0 Neutral (88) 0 Oppose	19Support 0 Neutral (148) 0 Oppose.	19 Support 0 Neutral (208) 0 Oppose	19 Support 0 Neutral (268) 0 Oppose

Characteristic 9 vis-à-vis education policy documents

Survival Action Innovation Psychodynamics Post-conflict

Table 29	Table 89	Table 149	Table 209	Table 269
19 Support 0 Neutral (29) 0 Oppose	19 Support 0 Neutral (89) 0 Oppose	19 Support 0 Neutral (149) 0 Oppose.	19 Support 0 Neutral (209) 0 Oppose	19 Support 0 Neutral (269) 0 Oppose

Characteristic 10 vis-à-vis education policy documents

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 30	Table 90	Table 150	Table 210	Table 270
19 Support 0 Neutral (30) 0 Oppose	19 Support 0 Neutral (90) 0 Oppose	19 Support 0 Neutral (150) 0 Oppose.	19 Support 0 Neutral (210) 0 Oppose	19 Support 0 Neutral (270) 0 Oppose

Average scores of Change Theories

Survival	Action	Innovation	Psychodynamics	Post-Conflict
Support= 190	Support= 190	Support= 190	Support= 190	Support=190
Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0
Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0

Characteristic 1 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 31	Table 91	Table 151	Table 211	Table 271
3 Support 0 Neutral (31) 0 Oppose	3 Support 0 Neutral (91) 0 Oppose	3 Support 0 Neutral (151) 0 Oppose	3 Support 0 Neutral (211) 0 Oppose	3 Support 0 Neutral (271) 0 Oppose

Characteristic 2 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 32	Table 92	Table 152	Table 212	Table 272
3 Support 0 Neutral (32) 0 Oppose	3 Support 0 Neutral (92) 0 Oppose	3 Support 0 Neutral (152) 0 Oppose.	3 Support 0 Neutral (212) 0 Oppose	3 Support 0 Neutral (272) 0 Oppose

Characteristic 3 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
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Table 33	Table 93	Table 153	Table 213	Table 273
3 Support	3 Support	3 Support	3 Support	3 Support
0 Neutral (33)	0 Neutral (93)	0 Neutral (153)	0 Neutral (213)	0 Neutral (273)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 4 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 34	Table 94	Table 154	Table 214	Table 274
3 Support	3 Support	3 Support	3 Support	3 Support
0 Neutral (34)	0 Neutral (94)	0 Neutral (154)	0 Neutral (214)	0 Neutral (274)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 5 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 35	Table 95	Table 155	Table 215	Table 275
3 Support	3 Support	3 Support	3 Support	3 Support
0 Neutral (35)	0 Neutral (95)	0 Neutral (155)	0 Neutral (215)	0 Neutral (275)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 6 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 36	Table 96	Table 156	Table 216	Table 276
3 Support	3 Support	3 Support	3 Support	3 Support
0 Neutral (36)	0 Neutral (96)	0 Neutral (156)	0 Neutral (216)	0 Neutral (276)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 7 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 37	Table 97	Table 157	Table 217	Table 277
3 Support	3 Support	3 Support	3 Support	3 Support
0 Neutral (37)	0 Neutral (97)	0 Neutral (157)	0 Neutral (217)	0 Neutral (277)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 8 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 38	Table 98	Table 158	Table 218	Table 278
3 Support 0 Neutral (38) 0 Oppose	3 Support 0 Neutral (98) 0 Oppose	3 Support 0 Neutral (158) 0 Oppose.	3 Support 0 Neutral (218) 0 Oppose	3 Support 0 Neutral (278) 0 Oppose

Characteristic 9 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 39	Table 99	Table 159	Table 219	Table 279
3 Support 0 Neutral (39) 0 Oppose	3 Support 0 Neutral (99) 0 Oppose	3 Support 0 Neutral (159) 0 Oppose.	3 Support 0 Neutral (219) 0 Oppose	3 Support 0 Neutral (279) 0 Oppose

Characteristic 10 vis-à-vis Research articles advocating change in South African HE sector

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 40	Table 100	Table 160	Table 220	Table 280
3 Support 0 Neutral (40) 0 Oppose	3 Support 0 Neutral (100) 0 Oppose	3 Support 0 Neutral (160) 0 Oppose.	3 Support 0 Neutral (220) 0 Oppose	3 Support 0 Neutral (280) 0 Oppose

Average Scores of Change Theories

Survival	Action	Innovation	Psychodynamics	Post-Conflict
Support= 30	Support= 30	Support= 30	Support= 30	Support= 30
Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0
Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0

Characteristic 1 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 41	Table 101	Table 161	Table 221	Table 281
8 Support 0 Neutral (41) 0 Oppose	8 Support 0 Neutral (101) 0 Oppose	8 Support 0 Neutral (161) 0 Oppose.	8 Support 0 Neutral (221) 0 Oppose	8 Support 0 Neutral (281) 0 Oppose

Characteristic 2 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 42	Table 102	Table 162	Table 222	Table 282

8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (42)	0 Neutral (102)	0 Neutral (162)	0 Neutral (222)	0 Neutral (282)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 3 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 43	Table 103	Table 163	Table 223	Table 283
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (43)	0 Neutral (103)	0 Neutral (163)	0 Neutral (223)	0 Neutral (283)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 4 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 44	Table 104	Table 164	Table 224	Table 284
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (44)	0 Neutral (104)	0 Neutral (164)	0 Neutral (224)	0 Neutral (284)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 5 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 45	Table 105	Table 165	Table 225	Table 285
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (45)	0 Neutral (105)	0 Neutral (165)	0 Neutral (225)	0 Neutral (285)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 6 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 46	Table 106	Table 166	Table 226	Table 286
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (46)	0 Neutral (106)	0 Neutral (166)	0 Neutral (226)	0 Neutral (286)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 7 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
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Table 47	Table 107	Table 167	Table 227	Table 287
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (47)	0 Neutral (107)	0 Neutral (167)	0 Neutral (227)	0 Neutral (287)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 8 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 48	Table 108	Table 168	Table 228	Table 288
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (48)	0 Neutral (108)	0 Neutral (168)	0 Neutral (228)	0 Neutral (288)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 9 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 49	Table 109	Table 169	Table 229	Table 289
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (49)	0 Neutral (109)	0 Neutral (169)	0 Neutral (229)	0 Neutral (289)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Characteristic 10 vis-à-vis Research articles advocating transformation at the UFS

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 50	Table 110	Table 170	Table 230	Table 290
8 Support	8 Support	8 Support	8 Support	8 Support
0 Neutral (50)	0 Neutral (110)	0 Neutral (170)	0 Neutral (230)	0 Neutral (290)
0 Oppose	0 Oppose	0 Oppose.	0 Oppose	0 Oppose

Average scores of Change Theories

Survival	Action	Innovation	Psychodynamics	Post-Conflict
Support= 80	Support= 80	Support=80	Support= 80	Support=80
Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0
Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 51	Table 111	Table 171	Table 231	Table 291
10 Support 0 Neutral (51) 0 Oppose	10 Support 0 Neutral (111) 0 Oppose	10 Support 0 Neutral (171) 0 Oppose.	6 Support 0 Neutral (231) 4 Oppose	10 Support 0Neutral (291) 0 Oppose

2008 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 52	Table 112	Table 172	Table 232	Table 292
10 Support 0 Neutral (52) 0 Oppose	10 Support 0Neutral (112) 0 Oppose	8 Support 2 Neutral (172) 0 Oppose.	6 Support 0 Neutral (232) 4 Oppose	10 Support 0 Neutral (292) 0 Oppose

2009 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 53	Table 113	Table 173	Table 233	Table 293
10 Support 0 Neutral (53) 0 Oppose	10 Support 0 Neutral (113) 0 Oppose	10 Support 0 Neutral (173) 0 Oppose.	6 Support 0 Neutral (233) 4 Oppose	10 Support 0Neutral (293) 0 Oppose

2010 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 54	Table 114	Table 174	Table 234	Table 294
10 Support 0 Neutral (54) 0 Oppose	10 Support 0 Neutral (114) 0 Oppose	10 Support 0 Neutral (174) 0 Oppose.	6 Support 0 Neutral (234) 4 Oppose	10 Support 0Neutral (294) 0 Oppose

2011 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 55	Table 115	Table 175	Table 235	Table 295
10 Support 0 Neutral (55) 0 Oppose	10 Support 0 Neutral (115) 0 Oppose	10 Support 0 Neutral (175) 0 Oppose.	6 Support 0 Neutral (235) 4 Oppose	10 Support 0Neutral (295) 0 Oppose

2012 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 56	Table 116	Table 176	Table 236	Table 296
10 Support 0 Neutral (56) 0 Oppose	10 Support 0 Neutral (116) 0 Oppose	10 Support 0 Neutral (176) 0 Oppose.	6 Support 0 Neutral (236) 4 Oppose	10 Support 0 Neutral (296) 0 Oppose

2013 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 57	Table 117	Table 177	Table 237	Table 297
10 Support 0 Neutral (57) 0 Oppose	10 Support 0 Neutral (117) 0 Oppose	10 Support 0 Neutral (177) 0 Oppose.	6 Support 0 Neutral (237) 4 Oppose	10 Support 0 Neutral (297) 0 Oppose

2014 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 58	Table 118	Table 178	Table 238	Table 298
10 Support 0 Neutral (58) 0 Oppose	10 Support 0 Neutral (118) 0 Oppose	10 Support 0 Neutral (178) 0 Oppose.	7 Support 0 Neutral (238) 3 Oppose	10 Support 0 Neutral (298) 0 Oppose

2015 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 59	Table 119	Table 179	Table 239	Table 299
10 Support 0 Neutral (59) 0 Oppose	10 Support 0 Neutral (119) 0 Oppose	10 Support 0 Neutral (179) 0 Oppose.	6 Support 0 Neutral (239) 4 Oppose	10 Support 0 Neutral (299) 0 Oppose

2016 UFS Annual Report to the Minister of Education of Higher Education

<i>Survival</i>	<i>Action</i>	<i>Innovation</i>	<i>Psychodynamics</i>	<i>Post-conflict</i>
Table 60	Table 120	Table 180	Table 240	Table 300
10 Support 0 Neutral (60) 0 Oppose	10 Support 0 Neutral (120) 0 Oppose	10 Support 0 Neutral (180) 0 Oppose.	6 Support 0 Neutral (240) 4 Oppose	10 Support 0 Neutral (300) 0 Oppose

Average scores of Change Theories

Survival	Action	Innovation	Psychodynamics	Post-Conflict
Support= 100	Support= 100	Support=100	Support= 100	Support= 100
Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0	Neutral= 0
Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0	Oppose= 0