



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



## Commission 3: Experiences of Leadership, Management and Governance

*Chair:* Mr Zola Saphetha  
*Rapporteur:* Pamela Dube  
*Presenters:* Prof Saleem Badat; Ms Suraya  
Jawoodeen

# Commission 3 point of departure...

- ▶ Guiding and cross cutting questions consolidated to address one major question:  
*Are the current institutional arrangements (in terms of governance structures, including all the related stakeholders and their leadership roleplayers within or outside of the management construct ...) adequately robust in terms of their roles and responsibilities for the challenges of democratisation and transformation?*

# Transformation...

## *(1) ...is multilayered*

- propose an expanded, enriching, vigilant notion of governance (to include self reflection and assessment, govt., council (its composition & effective involvement, chairperson's forum; King III); unions, staff & student participation; Alumni, IF, & role of senate in setting the agenda in a 'developmental state'..)
- given complexity of leading and managing insts (issue of corporatisation & making profit/ drive for 3rd stream incomes), issues of class, student and worker access and politics of marginilisation, financial constraints, infrastructure support, require urgent attention

## *(2) ...requires collective epistemological engagements*

- Tensions between academic freedom (on whose behalf?) institutional autonomy and national needs and agenda , balance between misguided demands corroding the value and 'core purpose' of universities in this regard.
- ensuring inclusive, constant engagement in the sector, its stakeholders, & take students and staff fully with as part of co-governance in the discussion on directions of change, appropriate strategy and issue of resources (on remuneration issues, market related and role of private sector and VC salaries)

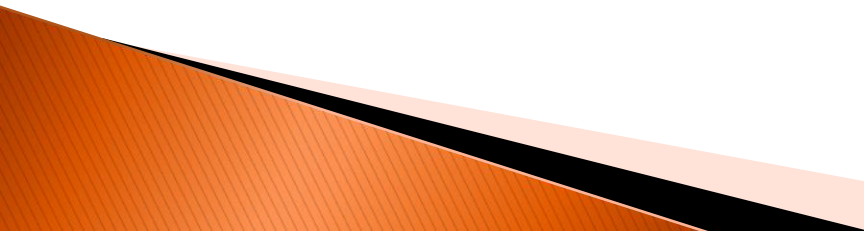
### *(3) ...links with Development*


- As part of embracing change – explore to what extent – avoid declarations of transformation without the strategies, resources
- link the transformative intellectual project and the kinds of knowledge and engagement that needs to be created in our instits, in our own context with continuous development and support. GEAR legacy and academic staff unionisation challenges
- Govt self assessment, assessment of council performance to be able to best guide & requirement for provision of appropriate resources

- ▶ Further work to be done with bottle necks in system constraining progress e.g funding formula?–, strict governance on council participation & declaration of business interests, closer scrutiny of financial management and tendering processes, inadequate monitoring and evaluation.
- ▶ Also on issues of equity, access/diversity, infrastructure, quality assurance and excellence as they cut across issues of leadership (across students and staff experience), management and interventions on accelerated development programs (requirement for partnerships to find and support the talent, student and staff – across the sector, also at govt, level – explore idea of a national staff recruitment and retention strategy, review senate role as custodian of the academic agenda
- ▶ Review of what exists wrt the above and measurement of performance to date.
- ▶ underpinning: – national values and needs & inclusive sector response and stakeholder engagement for a Plan of Action.

# Declaration: Commission's Input

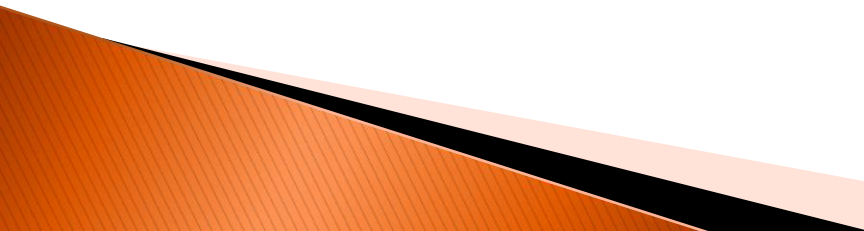
## The Commission:


- ▶ Appreciates and views the summit as an integral part of the broad transformation of Higher Education institutions.
  - ▶ Acknowledges and notes the gains achieved in the context of transformation of higher education in the last sixteen years.
  - ▶ Acknowledges and appreciates the complexity and diverse interests of stakeholders in the university however,
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- the commission adopts the principle of working together because we can do more.
  - ▶ Welcomes the Soudien Report with the understanding that it is a work in progress (working document) to be considered by all, while on the other hand, encouraging institutions to respond to peculiar issues affecting a specific institution within a particular time–frame. The Commission further supported the overall thrust of the report.
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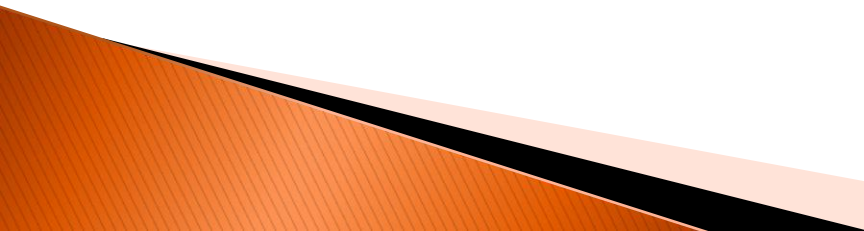
- ▶ Whilst the investigation was initiated by the experience of workers in the Reitz Hostel the report focuses on the experiences of students and academics therefore there should be an investigation into the working experiences of support staff.


## **The Commission therefore resolved on the following:**

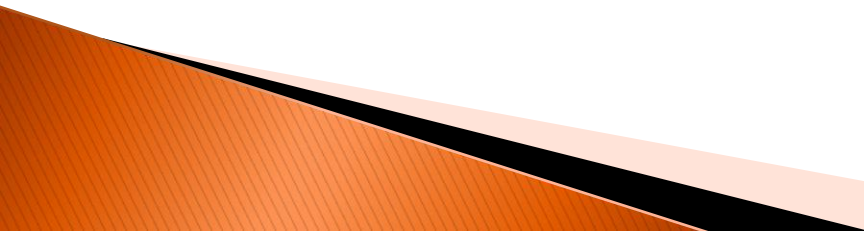
- ▶ That the management practices based on corporatisation & authoritarianism were informed by the logic of GEAR and need a radical rethink.
  - ▶ There are several examples of higher education systems in countries like Cuba & Asia that have better throughput rates premised on a different value system.
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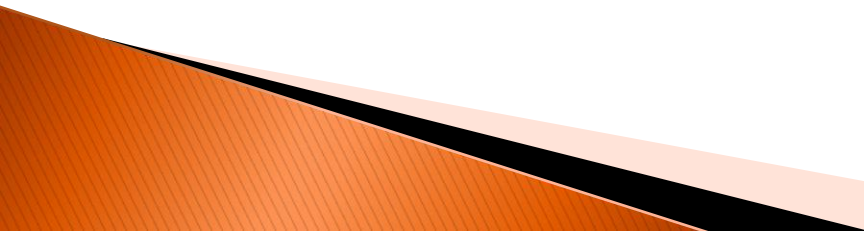
- ▶ The process of salary (remuneration) review should be considered particularly at the level of Vice-Chancellors and Executive Management
  - ▶ The Minister should with speed monitor and foster the implementation of the admission policy as articulated in the Higher Education Act.
  - ▶ The Department of Higher Education and Training should consider to develop a programme which supports the culture of patriotism for all institutions of higher learning.
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- ▶ The performance of Department of Higher Education and Training, councils, senates and institutional forums should be evaluated against the White Paper III.
  - ▶ Rejects all forms of corruption and we should view corruption as counter-revolutionary. We should further call all members of the council to declare their business interests. The commission calls upon the department of education to develop a programme aimed at eradicating corruption in institutions of higher learning.
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- ▶ The role and powers of the Institutional Forums should be reviewed towards ensuring effecting and functioning IF's.
  - ▶ The size and composition of councils should be reviewed and emphasised the need to develop a training programme for council members in particular review the number of politicians and business people on the councils.
  - ▶ The incentives given student leadership should be reviewed with the view to find alternatives to the current arrangement.
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- ▶ The composition and role of the Senate should be reviewed.
  - ▶ We support the call by the Minister for the establishment of the National Permanent Stakeholder Council and also accepts the fact that the roles and functions of this Council would not be discussed by the commission. However, a broad consultative process immediately after the summit should be considered to define the role and functions of this council and the department must lead the process.
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- ▶ The Minister should task the institutions to reflect on gradueness and students be included in the process.
  - ▶ There is a need to develop programmes aimed at improving opportunities for young African academics particularly women.
  - ▶ The need to enter into a conversation about the institutional autonomy and academic freedom remains relevant and important more than ever before.
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- ▶ Supports the announcement made by the Minister on the review of the funding framework.
  - ▶ The department of higher education and training in addressing issues of staff, equity and remuneration should develop a national retention strategy.
  - ▶ There is a need to develop a national framework aimed at responding to issues of student protest and demonstration.
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- ▶ Welcome the call by both the minister and the commission that academics unionise themselves into national unions
  - ▶ Calls were made by the commission that the outsourcing of all support work through tenders be reviewed
  - ▶ The national stakeholder meeting similar to the current meeting be convened early next year to assess the impact and progress made from this summit.
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